

LIBRARY NUMBER



SCHOOL LIFE

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No. 2

COMPLETE LIBRARY SYSTEM FOR GREAT BRITAIN. POWER OF CREATION AND POWER OF REDEMPTION.

Carnegie United Kingdom Trust Will Aid in Establishing a Library in Any County—Books Sent From County Center to Rural Communities—Central Library Supplies Expensive Books—School of Librarianship Maintained—Books for Merchant Vessels.

That every inhabitant of Great Britain and Ireland may have the opportunity to read good books is the aim of the Carnegie United Kingdom Trust, which is continuing its efforts to establish libraries wherever the people are willing to maintain them. To promote various library plans in Great Britain, £250,000 has been set aside for the six years from 1920 to 1925, according to the eighth annual report of the trust; besides this sum a special grant of £20,000 has been made for two years' work in developing the libraries of Ireland. Expenditure of this money is in the hands of a library committee, whose work is in four sections—municipal libraries, rural or county libraries, a central library system, and special or miscellaneous libraries.

Since the foundation of the trust in 1914 the library committee has aimed to encourage and assist communities which were in need of libraries. Soon after the trust was founded an investigation showed that of the total population of the United Kingdom not more than 57 per cent had access to library books. Free library facilities were to be had by the people of many of the larger towns, but the smaller towns and the country districts were generally without any library provision.

When the trustees began to establish libraries in municipalities, the town authorities readily guaranteed to support

Forces Upon Which Mankind Can Rely; They Do Not Fail, They Endure—Service Which Education Must Perform Is to Confirm Our Faith in the World, Establish Our Settled Convictions, and Maintain an Open Mind.

By CALVIN COOLIDGE, *Vice President of the United States.*

[An address delivered at American University, Washington, D. C., June 7, 1922.]

The world needs education in order that there may be a better estimation of true values. It is not easy to assemble facts. It

is not easy to draw deductions. It is not easy to distinguish between the accidental and the essential. In the complications of modern civilization these are becoming more and more difficult. If world problems are to be solved, it will be through greater application, through more education, through a deeper faith, and a more complete reliance upon moral forces.

It is only those who can not see beyond the present, who are lost in particulars, and who have no training to comprehend the greater sweep of events that come to lack the necessary courage to bear their share of the common burden. To a race which claims a heritage of eternity the important question is not where we are but where we are going. Education fails which does not help in furnishing this with some solution. It ought to confer the ability to see in an unfolding history the broadening out of the base of civilization, the continued growth of the power and the dignity of the individual, the enlarging solidarity and stability of society, and the increasing reign of righteousness.

CELEBRATE ARMISTICE DAY.

NOVEMBER 11, armistice day, will become more historic as the years pass, and it will take its place with the Fourth of July, the Twenty-second of February, and other epochal days in American history. This day marked the hour of democracy's triumph over autocracy and the end of a war that many hoped might end wars. It marked the opening of a great conference in the city of Washington last year which made much progress toward limitation of armaments and toward the substitution of reason for force in the settlement of international disputes.

Wars and destruction spread rapidly. Peace and constructive enterprises require time for consummation. Years of education, gradual development of better understanding, the slow substitution of sympathy for suspicion, the eradication of selfishness and lust for power—all these and more must be brought into the hearts and minds of the peoples of the world before we can have enduring peace.

The schools are the great mills through which we must grind the grist of peace and where those qualities of human character which will bring about the sway of righteousness, justice, and reason can best be developed. It seems well, therefore, for our schools to put emphasis upon armistice day as a day of special observance, not only in memory of those heroic soldiers who defended our liberty, but as a day for fostering sentiments of peace.

For those schools which desire to commemorate armistice day the program on page 39 is suggested.

JNO. J. TIGERT,

U. S. Commissioner of Education.

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There are two great standards, and two alone, by which men measure progress—creation and redemption. These are not accomplished facts; they are ever-present processes. While we speak their work is going on. They are the measure of the dominion of man over himself and over nature, and of his dedication of himself and all his powers to a moral purpose.

Increasing Progress of Civilization.

Measured by these standards, it would not seem difficult to justify the superiority and the increasing progress of modern civilization. Looking far back, the circumference of the enlightened world was very small. Its light existed, but it was everywhere surrounded by the darkness of ignorance, of superstition, and of savagery. There is no nation existing to-day which does not trace its ancestry back to a primitive people, yet each has come up through all the intermediate gradations to the present state, which it is scarcely too much to designate as world enlightenment. There are still dark places. There are yet remnants of the lower order, but even the Dark Continent is yielding to the light. There have been times when peoples have lapsed, when the march of a certain limited progress which they appeared to represent has ceased, but the cause has never lapsed. The Greek and Roman world lost for a time a part of its power of creation, but the power of redemption was not lost; it was rather increased as the people who inhabited those ancient empires and their dependencies turned to the Christian faith.

Ancient Learning and Modern Science.

It was through that faith and through the rediscovery of ancient learning by larger and larger masses of people, the great universities, and through the teachings of the clergy that there was brought about the final great reawakening of the Middle Ages which reestablished and strengthened the mighty creative power of modern science and invention. No one can dispute that power, no one can deny its increased and increasing dominion over all the forces of nature. Science stretches out its hand and reaches instantly any portion of the earth. It has brought under control forces comparable only with the resistless rise of wind and tide. It has weighed the earth in a balance and created instruments so delicate that they can detect a far-off whisper or measure the dynamic force of thought.

The Old World motive for creation, the motive of selfishness, of military aggrandizement, of imperialism, and of

slavery, the motive which finally gained the ascendancy over the one-time devotion to moral purposes which characterized the early rise of Greece and Rome, was lost. It was lost because it became a perverted motive. It destroyed itself. A reawakened world rededicated itself to what was sound and true and good in the old motive strengthened and purified by Christian ideals. It was the general acceptance by modern life of this new motive which gave it direction and strength and an increasing creative power.

Freedom Instead of Despotism.

It was under its inspiration that despotism and slavery have steadily been diminished and self-government and freedom have steadily been increased. It has been the directing force which has provided the material development of the modern world, established the groundwork of enlightened institutions, and given to humanity the moral character which has been the sustaining power of them all. The supremacy of this motive has marked the great world decisions of recent times. It lay at the foundation of the ambition of Peter the Great to reorganize and direct the energies of the Russian people; it inspired Gustavus Adolphus in his struggle for freedom; it was the deeply cherished sentiment of the parliamentary forces under the leadership of Oliver Cromwell; it was exhibited in the spirit of the French people when they were rousing themselves against despotism; it broke the power of the great Napoleon when he grasped at world dominion. The final consummation of these world forces has been America.

Wherever you may explore the high places of American history you come upon this same motive as the main cause of the action of her people. It was the thought of the early settlers as they hewed out for themselves a home in the wilderness where they raised up their altars and established their schools. It was the meaning of the life of Washington, of the great Declaration, and of the greater Federal Constitution. It is the explanation of Abraham Lincoln and the all-embracing freedom wrought out in his day. Finally, it sent 2,000,000 men across the sea that the cause of a Christian civilization might still remain supreme.

Mankind Has Increasing Powers.

The power of creation and the power of redemption have come down through all the ages with mankind in ever-increasing proportions. They are the power to build and the power to endow

with righteousness. They represent intelligence and sacrifice, the state and the church, the material and the spiritual. These are the forces upon which mankind can rely; they do not fall, they endure.

The world has been greatly shaken in the past decade. These forces have been tested as they never before were tested. The wonder is not that Russia, under a comparatively new organization which has never reached down to the heart of the people, collapsed; the wonder is that the world as a whole has stood firm, that it is gathering up the threads of existence, resuming its orderly progress, creating and redeeming itself anew. In the doing of this it is doing more, it is striving successfully to reach higher ideals.

Mutual Consultation Replaces Conflict.

The lessons of the great conflict have not gone unlearned. There is, to be sure, disappointment, disagreement, and irritation; but where in ages past such conditions would have made armed conflict inevitable they are yielding to the power of persuasion and reason through mutual consultation. There is a general admission throughout the earth of a mutual relationship and a mutual responsibility. There is the League of Nations, which, whether it be successful or not, whatever imperfections may be contained within its terms, is at least the attempted expression of a noble aspiration for world association and understanding. There is the four-power treaty and the covenants for the limitation of the extent and use of armaments, all expressive of an even higher and nobler aspiration and an even firmer reliance upon reason as the foundation for all peace.

All these are creations the like of which the world has never before seen. There is, moreover, the working out of the salvation of mankind through the ever-existing law of redemption through sacrifice.

Institutions Come and Go.

It would be easy to glance back over recorded history and see how when new institutions are needed they have been brought forth, and how when they have ceased their usefulness they have been cast aside. It would likewise be apparent that when there has been need for leaders they have been raised up to direct and to inspire, and when there has been a requirement for the results of science and invention these have been produced to meet the increasing necessities and to lighten the burden of mankind. Intelligence never rests; ceaselessly it works, building, perfecting,

(Continued on page 46.)

SCHOOLS AND THE PUBLIC LIBRARY.

All Pupils Should Have Ready Access to Books—Conduct of School Library a Highly Technical Task—Cooperation Between School and Public Library Essential to Both.

By J. N. RULE, *Director of Science, State Department of Public Instruction of Pennsylvania.*

The first paragraph of the report on libraries in education by the library department of the National Education Association makes the following recommendation:

All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained—

(a) To love to read that which is worth while.

(b) To supplement their school studies by the use of books other than textbooks.

(c) To use reference books easily and effectively.

(d) To use intelligently both the school library and the public library.

This recommendation has apparently received the cordial indorsement of school administrators and school boards generally. Few new school buildings are now planned without adequate provision for a school library that will make it possible for pupils to "have ready access to books," and many buildings are being remodeled to supply this important phase of school work.

The establishment and conduct of a school library, however, is a highly technical task, not to be lightly undertaken by those without technical library training and experience.

Build on Firm Foundations.

It is of particular importance that initial plans for the establishment of a school library receive the best possible technical advice, so as to insure a firm foundation upon which to build the major purposes of a school library. These major purposes, it seems to be generally agreed, are, briefly, two:

1. To provide a book laboratory to reinforce the regular work of the school.

2. To provide instruction and training in the use of the tools and resources of the public library as a means of continuing education when school days are over.

Fortunately, such technical advice is now accessible to every school district de-

siring to establish a new library or to reorganize an existing library on modern lines to meet modern needs. A few State departments of public instruction have added to their staff a director of school libraries, whose business and pleasure it is to assist schools in making and carrying out plans for establishing a school library. The facilities of the American Library Association are also at the command of schools everywhere. Cooperation, however, between schools and the local public library is indispensable and invaluable to both schools and the public library. School libraries properly organized and administered will result inevitably in the progressive growth and development of our public libraries; and schools, on the other hand, require the services of the public library in order to realize fully their major purposes.

Services Required of Public Libraries.

What are the services that the schools may properly and profitably require of the public library?

1. In their initial plans for establishing a library schools need technical advice and help in the following matters:

(a) The distribution and design of the floor and wall space so as to insure maximum efficiency in the administration and use of the facilities of the library.

(b) Selection of library furniture and equipment.

(c) Choice of teacher-librarian.

2. A cooperative plan should be set up where possible for the training of apprentice teacher-librarians.

3. The technical routine of the school library should conform so far as feasible with that of the public library, so that pupils may use the facilities of either with equal ease. The public library should give whatever help and advice may be required and also furnish what it can from its stock of routine supplies and forms to make the two systems conform as nearly as possible.

4. The school library should have its own stock of books for general and collateral reading and for ready reference,

but the public library should supply books of general reference used rarely or only seasonally. Pending also the building up of the school stock, the public library should supply books for general reading and frequent reference, to be placed on the shelves of the school library for extended periods.

5. In the selection and purchase of new books and in their preparation for the shelves the public library can be of great help.

6. The public library can frequently loan supplies of pictures, clippings, and current pamphlets which will greatly augment the resources of the school library.

In States that have a director of school libraries attached to the State department of public instruction this official will naturally be the first one consulted by a school in regard to initial plans and standards, but a definite plan of cooperation between the school and the local public library should be worked out before final plans are fixed. Cooperation between schools and the local public library is indispensable to both and should be set up in definite, positive terms that permit of no misunderstanding and insure the maximum of benefit to all concerned.

DEFECTIVE CHILDREN ARE SKILLFULLY TAUGHT.

To make defective children into useful, self-supporting citizens, Cleveland public schools provide special classes which direct such pupils' activities without expecting them to keep up to any set mental pace. Schedules are arranged so that defective children will not have to measure up against normal children on the playground, in the lunch room, or on the way to and from school. Children whose mental age is less than 5 years are not accepted for these classes, but are referred to institutions. Pupils accepted for special classes are expected to do the academic work that is within their capacity, and half the time is spent in such studies. The other half is spent in industrial work, the products including towels, dresses, rugs, and toys. Sometimes the boys bring broken articles from home to repair.

Seventy-three teachers in 20 centers and 7 single classes carry on this work with 1,100 children. When these children reach the age of 16, many of them must go to work. The schools employ two social-service workers, who not only help the children to get jobs suited to them but keep in touch with them after they have left school.

OKLAHOMA PROVIDES FOR EDUCATIONAL SURVEY.

Will Be Conducted by Bureau of Education—All Aspects of Educational Effort Included—Field Work to Be Completed November 11.

The Commissioner of Education announces the following members of the survey staff, approved by the Oklahoma State Survey Commission:

From the United States Bureau of Education: Dr. William T. Bawden, assistant to commissioner, director of the survey; Dr. George F. Zook, Chief Division of Higher Education; Mrs. Katherine M. Cook, Chief Rural Schools Division; Dr. Willard S. Small, Chief Division of Physical Education and School Hygiene; Mrs. Henrietta W. Calvin, specialist in home economics; William R. Hood, specialist in educational legislation; Miss Maud O. Newbury, assistant in rural education; Lloyd E. Blanch, specialist in charge of land-grant college statistics; Maj. Alex Summers, collector and compiler of statistics.

From outside the United States Bureau of Education: Dr. Frank L. McVey, president University of Kentucky; Dr. Raymond M. Hughes, president Miami University; Dr. Fletcher Harper Swift, professor of education, College of Education, University of Minnesota; Ralph Bowman, consulting accountant and member of staff of United States Bureau of Efficiency; J. W. Gowans, superintendent of public schools, Hutchinson, Kans.; Dr. E. E. Lewis, superintendent of public schools, Rockford, Ill.; George A. Works, professor of rural education, Cornell University; H. B. Peairs, chief supervisor of education, United States Indian Service; Dr. Thomas Jesse Jones, director Phelps-Stokes fund, New York City; Walter B. Hill, Georgia State supervisor of negro education.

Field Work.

The first meeting of the survey staff will be held at Oklahoma City on October 16, 1922. On Monday evening the members of the staff will meet with the governor and the Oklahoma State Survey Commission for discussion of the plans of the survey. The field work will start the following day and will continue to November 11.

Outline of Plan of Survey.

(1) State educational legislation. (2) General problems of organization and administration of the State system of

public schools; activities and functions of the State department of education. (3) State system of taxation; school revenues. (4) Expenditures for public education; school accounting and reporting. (5) Special problems of the rural schools; activities and functions of the county superintendent of schools. (6) Special problems of urban schools. (7) Sources of supply and professional preparation of teachers. (8) Special problems of higher education. (9) Special problems of State educational institutions of secondary grade. (10) Special problems of physical education and school hygiene; health of school children. (11) Special problems of the Government Indian schools. (12) Education for negroes.

The State Survey Commission.

The 1921 Legislature of Oklahoma passed an act appropriating \$20,000 and providing for a survey of the State system of public education by educational experts "chosen from recognized authorities without the State," including "as many as possible from the National Bureau of Education." (Sec. 3, S. B. 19, special session, 1921.) Gov. J. B. A. Robertson appointed the following members of the commission: Hon. Robert H. Wilson, State superintendent of public instruction, chairman; George F. Southard, Enid; Charles L. Brooks, McAlester; J. A. Duff, Cordell; Cyrus Avery, Tulsa. Later J. S. Vaughan was appointed executive secretary.

The commission invited the United States Bureau of Education to conduct the survey, to submit a budget of expenditures, and to nominate the members of the survey staff. Later, upon request of Governor Robertson, an invitation was extended through the Secretary of the Interior to the Bureau of Indian Affairs to cooperate with the survey in a study of the Government Indian schools in Oklahoma. In accepting this invitation Commissioner Burke named H. B. Peairs, chief supervisor of education, to represent the Indian Bureau.

EARLY SESSIONS ALLOW HALF-DAY EMPLOYMENT.

Boys in the high schools of Gardner and Athol, Mass., need not choose a vocation hastily because of the need for immediate employment. Instead, they work regularly afternoons and Saturdays in the town industries. To give the boys a full half day at their afternoon employment, the high-school sessions open at 8 o'clock and close at 1, with time for luncheon at about 11. About five-sixths of all the boys are employed outside of school hours.

PLATOON PLAN OF SCHOOL ORGANIZATION

Forty-Three Cities in 19 States in Which the Work-Study-Play Plan Is in Operation in One or More Schools—List Includes Two Colleges.

Akron, Ohio.	Montclair, N. J.
Baltimore, Md.	Mount Vernon, N. Y.
Birmingham, Ala.	New Castle, Pa.
Carson College, Flourtown, Montgomery County, Pa.	Newark, N. J.
Cuyahoga Falls, Ohio.	Oakmont, Pa.
Dallas, Tex.	Passaic, N. J.
Denver, Colo.	Philadelphia (Blaine School and Girard College), Pa.
Detroit, Mich.	Pittsburgh, Pa.
Dormont, Pa.	Rochester, N. Y.
Duluth, Minn.	Rockford, Ill.
East Chicago, Ind.	Sacramento, Calif.
Elizabeth, N. J.	Seattle, Wash.
Ellsworth, Pa.	Sewickley, Pa.
Fort Smith, Ark.	St. Paul, Minn.
Franklin, N. J.	Stuttgart, Ark.
Gary, Ind.	Troy, N. Y.
Greenwich, Conn.	Warren, Ohio.
Ithaca, N. Y.	Washington, D. C.
Kalamazoo, Mich.	Wilmington, Del.
Kansas City, Mo.	Winnetka, Ill.
Memphis, Tenn.	Youngstown, Ohio.
Monessen, Pa.	

MASSACHUSETTS NORMAL SCHOOLS IN CONFERENCE.

Individuality in education was discussed by Dr. John Dewey at the fifth annual conference of Massachusetts State normal schools. Every normal school in the State was represented at this conference, which was held at Bridgewater Normal School, opening September 5 and closing September 8. Correlation of subject matter in normal and training schools was taken up in a number of 10-minute discussions on particular topics, such as English, social studies, music, geography, and science. Other subjects on the program were the place of the library in teacher training, a program of art education for State normal schools, and the further use of intelligence tests.

WYOMING ENCOURAGES CLASSES FOR DEFECTIVES.

To encourage the formation of classes for subnormal and handicapped children, the Wyoming State Board of Education pays a bonus of \$150 at the end of the school year to any school board which has established an approved special class. Such classes must be formed in accordance with certain requirements by the State director of special classes, such as the holding of a special certificate by the teachers of such classes, the provision of suitable equipment, and the examination of pupils by standardized mental tests.

A TECHNICAL HIGH-SCHOOL LIBRARY

Patrons Are Intensely Practical and Have Read Little—Early Familiarity With Library Will Aid Tremendously in Students' Development.

By MAY INGLES, *Librarian, High School of Commerce, Omaha, Nebr.*

A technical high-school library, as all other libraries which are to attract people, should be beautiful, cheery, hospitable, comfortable—not for show but for the use of very modern boys and girls—a good library working to its capacity.

Its "public" is composed largely of intensely practical pupils, who, since they come from homes where there is neither time nor opportunity for reading, read little, but who realize that better equipment is demanded of those called upon to struggle for bread and butter.

The technical high school, standing first of all for system and training, emphasizing its practical, industrial courses, wishes not only to give the training demanded to help these children to earn efficiently and comfortably, but to give them something more—a real education.

To its library—"the heart of the school"—it looks to open to them the world of culture. For beyond any truth or fact taught is the abiding factor we leave in building into these pupils' character the right attitude of mind toward life. This is assured if he leaves school with one thing—a love of good books. A man or woman can never be a burden to himself when the companionship of books has become a necessity.

Use Books But Do Not Know Them.

High-school pupils do not know books, though they know of the making of books there is no end. Books are for sale in every conceivable place and free libraries are full of them. Pupils have used them, abused them, and still do not know them. Here, then, is the library's opportunity for opening the "land of pure delight"—to serve these boys and girls, and through them to serve the world.

A familiarity with the library gained early in the freshman year may be a strong force in determining what the years of high-school life will mean in a student's development—to teach him above all else independent methods of work, independent habits of thought, to find what he wants, to want constantly more and more, to want better and bet-

ter, to allow him the greatest freedom compatible with serious work. Heretofore the great number of books in a library, the card catalogue, the formalities of having a book charged caused him to feel awkward, timid—if he has visited a library at all.

Friendliness to teachers and pupils is, then, one of the first requisites for usefulness in the high-school library. Teachers are busy folks and often need readjustment. As soon as they realize how tremendously the library can supplement and vitalize their teaching the use of it will follow. Emphasize its helpfulness at every turn.

Child's Hobby First, Classics Later.

Do not be too much interested as to whether or not a pupil has read the classics—that will come later—but be tremendously interested in finding his hobby and giving him material upon it, whether it be wireless, poultry, rabbits, or bees. If the library is to be vital—a continuation school—he must know its resources, be made to feel it can furnish material on any subject, at any time.

The fewer hard and fast rules the better. Never answer a question the pupil can answer. Set him right by giving suggestions and keep an eye on him to see that he finds desired information. Such training is worth infinitely more than knowing a few facts or textbooks.

The library, the laboratory of the whole school, as well as for each individual pupil, must keep constantly in mind the principle of use—buy few books of criticism—books about books. Our task is to lead pupils to read and think for themselves. Provide such of the classics as have a human appeal—lots of interesting accounts of authors, their homes and places of which they wrote—as many illustrated editions and pictures as can be afforded—remembering that with the moving picture our boys and girls are very visual-minded. Buy lavishly of biography, travel, novels, short stories, drama, poetry. Some to be used for amusement, as playgrounds, as games, to while away time. Others to leave a sense of actual rest and refreshment. Magazines are transient but essential. The best must be on our shelves; the boys' interest in science and invention must be recognized; the girls' desire for a love story must be granted. Otherwise they will make friends with other than the best.

The technical high school library will repay to the community all that is invested in it, if it has helped pupils to prepare "for the far greater work of educating themselves," and to utilize their active interests and instincts for work and leisure.

STUDENTS CLASSIFIED ACCORDING TO ABILITY

Northwestern University Adopts Plan to Permit Bright Students to Advance Rapidly—Homogeneous Groups Progress According to Respective Powers.

As the first step toward segregation of exceptionally brilliant students mental tests were given to 1,000 freshmen who entered Northwestern University this September. By use of these tests it is expected to divide the students into sections, not by an arbitrary classification, but by their ability to advance rapidly. All the young men and women who attend college are definitely in the upper quarter of the population in general intelligence, according to Dr. Walter Dill Scott, president of the university, but even in this upper quarter there are great differences. Among the students who enter college some are capable of learning and of advancing four times as fast as others. In such subjects as English, mathematics, foreign languages, and history, in which several hundred students must be divided into sections of from 25 to 30 each, it will be possible for the various teaching departments to arrange homogeneous groups. The brightest students will be placed together and will have the opportunity to advance as fast as their talents permit, without being held back by those who can not advance so rapidly.

TEACHERS WANTED FOR INDIAN SERVICE.

Teaching positions in Government Indian schools are now open to persons who are fitted for the work. The United States Civil Service Commission announces an open competitive examination to fill vacancies in the Indian Service. In accordance with the qualifications of the applicants, four registers of eligible persons will be established: Kindergarten teachers, grade teachers, high-school teachers, and supervisors. Competitors will not be required to report at any place for examination, but will be rated on their training, education, and experience, upon a scale of 100, such ratings being based upon competitors' sworn statements in their applications and upon corroborative evidence. Applicants should apply to the Civil Service Commission, Washington, D. C., for Form 1312, stating the title of the examination, "Teacher, Indian Service."

WHAT A TEACHERS' COLLEGE LIBRARY DOES

Library Contains 30,000 Carefully Selected Volumes—Reading Lists Are Helpful—Systematic Instruction in Use of Library—Books Sent to Graduates.

By ELVA E. RULON, *Librarian, Teachers' College Library, Peru, Nebr.*

The State is doing much in many ways to prepare its teachers for efficient service. Attention may be called to a few ways by considering the equipment and activities of the library of the State Teachers' College at Peru, Nebr.

Equipment.

The greater part of the first floor of the library building is given to two study rooms. These rooms are on the north side of the building and are well lighted and furnished. They contain the general reference books, arranged on wall shelves; a goodly number of the best current magazines and papers; the card catalogue; the reference desk equipped with small cabinets; atlas cases; a collection of mounted pictures; a case of lantern slides; boxes of stereoscopic views; vertical file cabinets for clippings, recent and much-called-for pamphlets, bibliographies, and reading lists; bulletin boards. A smaller room on the same floor is equipped with low tables, chairs, and shelves for a children's room. This room contains 2,500 well-selected books which are much used by the children of the training school from the kindergarten to the eighth grade, also by the student teachers and college students who take children's literature. These books are not only classified according to the Dewey or decimal classification and catalogued, but are listed by grades. The supervisor of the third and fourth grades in the training school, who is especially interested in the children's reading, assisted in grading the books.

Book Selection.

The library has 30,000 volumes which have been selected by faculty members and librarian. The selection has been confined principally to the needs of the courses given in the school, yet a generous number of books for general reading has been purchased. To a limited extent the needs of the individual professors along lines of particular investigation have been met.

New book notices are sent by the librarian to the professor especially interested. The participation of faculty

members in book selection, while not all that is desired, has been gratifying.

Books and pamphlets are classified by the Dewey or decimal system. Pictures are classified by the same system as adapted by the Pratt Institute Free Library for the classification of photographs.

Reservation of Books.

Special attention is given to reservation of books. Books that are much used in preparation of classwork are duplicated quite freely and placed on the general reserve shelves. The time limit for circulation of these books is two hours. It is essential that adequate and rapid service be given in this work of the library. The aim is to supply any member of any class with a reserved book when wanted.

Collections of books for special purposes are kept on reserve shelves in different parts of the study room, and are plainly labeled. Some collections are for debating, dramatic, and art clubs, also a goodly number of the best books on various subjects for the freshman English classes. This reading supplements the class work. A shelf of new books is kept near the charging desk.

Reference.

The reference work needs no stimulation. Even the new student soon finds his way to the reference desk in the study room with his questions. References on topics that may be called for again are written on cards and filed under subject in a cabinet kept at the reference desk for that purpose.

Prepared reading lists are secured and checked to show material in this library. Reading lists are also prepared in the library. Some recent ones are: Educational tests and measurements, Courses of study, Project method in education, Supervised study, Vocational guidance. Students in library classes, when studying how to make a bibliography, often prepare reading lists that are helpful at the reference desk.

Children's Book Week.

A Christmas exhibit of good books for gifts has been a feature of the work for some time. Now, the exhibit is made a little earlier in the season and called the children's book week exhibit. A permanent collection of choice children's books, illustrated by our best illustrators, has been collected during a number of years. This collection, with a few new additions each year, is used for this exhibit. This year the art department of the school helped to make the exhibit a success. The students made attractive posters for announcing the exhibit; also artistic ones

for the tables to call attention to the different groups of books. The teacher of the art department gave two talks, one to the school and one to the woman's club on "Illustrators and their work."

Library Instruction.

Training readers to use the library is a very important part of a librarian's work. Something can be done along this line when answering individual problems, but it should be taken up in class work in the same way that other subjects are. This library is doing some of this work, but not as much as would be helpful. At the beginning of the year's work all new students are given talks in the library about its arrangement and management. They receive sufficient instruction to make the library their workshop. A course on the use of books and elementary library methods is required of all freshmen. This work is given in connection with the freshman English. The class recites once a week for one semester for which one hour credit is given. The text used is Gilbert O. Ward's *The Practical Use of Books and Libraries*. For a time an elective was given in organization and management of small high-school and rural-school libraries, but this has been discontinued. A few lessons on the use of the library are given to pupils in the training school.

Extension Work.

The library does not sever its connection with the alumni when they leave the school. Books and other material are sent to them upon request, unless such material is in use by classes in the school. Woman's clubs and any other study clubs of the State are accorded the same privilege.

The activities as enumerated above are the salient features of the library work from the librarian's viewpoint. Teachers and students might pass some of these things by and name other ways in which the library is helpful to them.

VISITOR DETECTS AMERICA'S WEAK POINT.

Unqualified teachers in great numbers make a weak spot in American schools, according to W. G. Cove, president of the National Union of Teachers of England and Wales, who was England's delegate to the Boston meeting of the National Education Association. Teaching demands the best talent of heart and brain. Only the best qualified persons should be accepted in the profession, and these should be allowed to develop their individuality and originality without the crushing influence of too much system and supervision.

A NEW OPPORTUNITY FOR VISUAL EDUCATION

By JOHN J. TIGERT, U. S. Commissioner of Education.

The invitation to write an article upon visual education comes to me at an opportune time in view of a recent interview of considerable length which I have had with General Hays, the director of the Motion-Picture Producers & Distributors of America. I have frequently written and spoken of the wider employment of visual aids in the schoolroom which I consider inevitable because the use of pictures, whether in books, on slides, in motion, or otherwise are psychologically the most effective media for conveying accurate, detailed, and abiding impressions into the mind of man. I have admitted, however, that there are certain impediments which will be removed only with difficulty, but it seems now that the chief of these obstacles is eliminated in the offer of General Hays, made recently at Boston, to turn over the facilities of the industry engaged until now in the production of films for commercial, theatrical, and semieducational purposes to cooperate with educators in the necessary research and organization to produce pictures which are primarily pedagogical and, therefore, adapted for instruction rather than amusement.

Commercial and Educational Leaders Will Cooperate.

The whole matter of producing proper films for school purposes has been at a deadlock because the producers who were commercially successful did not understand the needs of the school and school men, on the other hand, who have undertaken to produce, though understanding the educational problem did not have the practical experience which is necessary for success. General Hays's offer dissolves this difficulty by making it possible for the first time to bring about co-operation between leaders in education and leaders in the industry. In making this offer, General Hays says that the producers are not actuated by purely commercial motives but believe that they have in their hands a most powerful means for educational and moral betterment and wish to use it for the public welfare. At the same time, it is evident that this business, like every other, must be economically administered, and General Hays points out that, while desiring to produce educational films, he is concerned to see that the exhibitors who are compelled to pay a heavy overhead in license taxes, insurance, maintenance, etc., are not subjected to an unfair competition by the exhibition in schools,

churches, and public halls of theatrical entertainment or even semieducational films at little or no cost of admission. It seems to me that the protection which the director of the motion-picture industry asks for the theatrical exhibitor is at the same time the protection of the school and affords a basis for mutual cooperation in the production of purely educational or pedagogical pictures.

No Substitute for Arduous Toil.

Many school men and others have opposed the introduction of films into the school on the ground that it would tend to substitute entertainment for work in the classroom. I do not think that any intelligent person believes that an easy process of learning can be substituted for the arduous toil of study. I knew of an old-fashioned school which had two illuminating mottoes on its walls. On one side "I need Thee every hour," under which hung a bundle of rods, and on the other side "Nihil sine labore" (nothing without struggle). There is no short cut or royal road to knowledge. There never was and never will be. The public school undertakes to give to all equal opportunity for knowledge and training but everyone who benefits by that opportunity must pay the price of long, continuous, and exacting effort.

Again, some have been fearful that those who advocate visual aids in education are under the delusion of thinking that a substitute may be found for the teacher in the school. I would be the last man in America to contend such a thing. The teacher with personality who is adequately trained, intelligent, and happy in teaching is incomparably the most important element in any school and will continue to the end of time. This does not mean, however, that even the greatest teacher can not be aided by those new agencies which scientific discovery makes available from time to time. Those who oppose now the introduction of slides, stereoscopes, and films into the school because they interfere with the teacher would have opposed the introduction of the blackboard because it tended to supersede the teacher in some respects. The blackboard is as much a visual aid as the film, the slide, or other forms of pictorial presentation.

Cooperation with the theatrical producers on the basis suggested by Director Hays, therefore, seems to me to be the ideal opportunity for all parties con-

cerned. It will give the educators at last a real laboratory in which the visual aids to education may be examined scientifically. No one knows much about the methodology of making or presenting purely educational matter in picture form. I asked last year for an appropriation for the Bureau of Education to make such a study but failed to secure it. If the resources of the producers are made available for this study, there will be no need of using public funds for such a purpose and, further, it is likely that the study can be made more quickly by those who are already experienced in the technique of the materials involved. At the same time the production of pictures for school purposes which are educational rather than semieducational or theatrical will prevent the undesirable deterioration of the school into a place of pure amusement and will protect the exhibitors of theatrical pictures from the unfair competition which they fear. The plan will relieve the educational world of the danger which has seemed imminent to me of having to accept those visual devices in education which happens to have large capital back of them, highly skillful agents, or the best advertising and will enable us to have produced for our schools those things which are determined to be of the greatest pedagogical value.

Let me say again that whether the present plan is carried through or not—and I believe that it will be—no one can long stay the general introduction of the film into the schoolroom, neither the great industry which General Hays directs, if it should so desire, nor a group of educators nor others could accomplish it.

Inspiring Reproduction of Historical Scene.

I remember once seeing a motion picture depicting Lincoln delivering his immortal four-minute speech on the Gettysburg battle field. It showed Lincoln standing in front of a background of stars and stripes with moving lips and hands; it revealed the sea of upturned faces; it presented imaginary scenes illustrating his utterance line by line. This picture was intensely interesting to me, but it was, of course, artificially produced by actors, as the motion picture still awaited the genius of Edison. In spite of my interest, contemplation of this picture was very disappointing because I was constantly wondering if it were historically correct. There was no way to determine by this picture how the speech was actually received. It would have been indeed gratifying to know whether this utterance, which is now looked upon as an unrivaled gem of American oratory, was received as an

(Continued on page 47.)

STORY-TELLING IN THE TRAINING OF TEACHERS

To Tell a Story Is to Paint a Mental Picture—Training in Story-Telling Includes Acquisition of Background, Discrimination, and Invention.

By EDNA WHITEMAN, *State Normal School, San Francisco, Calif.*

Thrice happy the child who makes his first acquaintance with the great monuments of literature which arose when the world was young, not by reading but under the spell of the story-teller's art.—G. Stanley Hall.

The objective of story-telling in the professional training of teachers is to make the teachers somewhat proficient in the use of a powerful method of presenting images and ideas to children. This method is not mechanical. It is the painting of mental pictures and the interpretation of emotions, thoughts, and characters. The study of it can not be separated from the material which is to be presented, but requires discerning analysis of that material. To be sincere, expression must come from within; it can not be put on from without.

Being an artistic, dramatic medium, story-telling finds its natural, ideal material in literature. Training in story-telling, then, necessarily includes the gaining of background for certain types of literature; discrimination in selecting the best of every type, and the best version of each story; knowledge of how to grade stories and poems, to fit them to an opportunity, to abridge, rearrange, invent incidents in adapting stories.

Means of Self-Expression to Children.

To quicken the appreciation of the teacher is one of the designs of a study of this subject; to enable her to give with clearness, sympathy, light and shade, that which is to refresh and be a means of self-expression to children.

In literature we look out upon the field of human life from many angles. We get vicarious experience which, coupled with actual experience, helps us to get ourselves expressed.

The happy approach to literature is not from the side of information about authors and books, but from the joy side. Let us give literature for its expanding effect; the vistas it opens; the enrichment of thought; the development of appreciation of beauty, strength, simplicity, humor, and other good things. Let us see it as a means of storing ideas, ideals, and images, and as an outlet for

the thirst for adventure and artistic expression.

The need for story telling in the primary grades is widely recognized. There is much in literature that children of these grades will miss altogether, and much of which they will not get full benefit if it is left to be gleaned, more or less laboriously, from the printed page. There is also a great deal of literature for the grammar grades which requires oral presentation to be fully appreciated. There is wonderfully enriching experience which boys and girls may fail to find unless certain stories are adapted and interpreted dramatically. The incentive given through such interpretation to read great things leads on and on from one interest to another.

Inspires Children to Write.

The study of story telling is one means of making the teacher an inspirational guide to children in their writing of stories, verses, essays, and the making of plays. It should enable her to carry through a project in which a story plays an important part without killing all joy in the story forever after. It should enable her to surround history, geography, and other subjects with a wealth of story and verse which will give background and color to them.

The socializing power in the enjoyment of a story by a group of listeners is great. There is a distinct kind of pleasure and benefit in this unity of interest and emotional response.

Free entrance into the hearts of children is gained through the telling of stories. The teacher understands the children better because of it, and they discover that she enjoys what they enjoy and in the same way. She is not just one of the Olympians, as Kenneth Grahame calls the all-powerful grown-ups, but she shares their pleasures and their sympathies.

A great student of folklore once said: "Language begins with poetry and ends with algebra; we have almost reached algebra."

Let us help the children to keep some of the poetry.

A professional reading course for teachers is given in Massachusetts by the university extension division. The student may choose 16 books from a list prepared by the extension division with the assistance of instructors in normal schools and colleges; he then makes a monthly report on the number of pages read. At the completion of each book a supervised examination is given. When all 16 books are read a professional reading course certificate is awarded. This course must be completed within four years.

HOW THE DETROIT DOLLAR GOES

Administration and Auxiliary Costs Are Held at Low Figures to Allow Larger Proportion for Actual Instruction—Schools Receive 27.2 Per Cent of City Expense.

All incidental costs are subordinated to the cost of actual instruction in the 1922-23 budget for Detroit public schools. Of every dollar spent on the schools 81.7 cents is devoted to instruction, about 7 cents more than other cities usually allot. This proportion implies reduction in all other school expenses, such as the costs of administration, of operation and maintenance of the school plant, of auxiliary agencies, and of fixed charges. To allow a larger proportion for costs of instruction, Detroit keeps down the other school expenses to a point below the median for the country.

The cost of administration in Detroit is low, only 3.6 cents on the dollar being required for this work. The allotment for supervision is not included in this sum, but is classed under instruction costs. To maintain school buildings and grounds in repair costs 2.3 cents of every dollar. Heating, lighting, and cleaning the buildings cost 10.5 cents. Such outside agencies as bath centers, lunches, evening lectures, etc., use up 1.4 cents of the school dollar, and such fixed charges as rent, insurance on materials, stores, automobiles, etc., account for 0.5 cent.

The 1921-22 city tax rate is \$21.67 per thousand of assessed valuation. This includes the school-tax rate of \$6.32, a lower school-tax rate than Chicago, Cleveland, Philadelphia, St. Louis, Boston, Buffalo, Lansing, Milwaukee, or Cincinnati. Out of every dollar paid in taxes, 27.2 cents is devoted to the operation and maintenance of the public schools. The sum used for the public schools is more than twice as much as that used for the next largest expense, the interest and payment of the municipal debt, which used 11.8 cents of the tax dollar.

These were among the facts presented in Research Bulletin No. 8, comprising "An Analysis of the 1922-23 Budget Requests of the Board of Education of the City of Detroit." Arthur B. Moehlman, J. F. Thomas, and H. W. Anderson were the authors.

Courses for teachers in New Haven public schools will be given by Yale University, beginning October 7.

NEW GANGS FOR OLD.

Gang Spirit Successfully Utilized for School Organizations—Students' Committees Maintain Order in Halls—Intimate Problems Discussed in Girls' Classes.

By LUCILE F. FARGO, Librarian, North Central High School, Spokane, Wash.

Our high school has no gangs. What might have been gangs were long ago metamorphosed into student councils, traffic squads, social-service departments, and rooters' clubs. "The king is dead." And yet "Long live the king!" It is in the spirit of the gang, directed, organized, that we live and move and have our being.

In the library there is, first of all, the student conduct board, an organization making its own rules and enforcing them. "Miss Lady of the Reference Desk," says an indignant senior clerk, "I'd like to take that red-headed little freshman by the scruff of the neck and 'can' him, only he hasn't been here long enough to know the rules of the game. Do you want to talk to him first?" The librarian has a heart-to-heart talk with red-head Mike. True to his boyhood ideals, he is "agin the guvment." But he emerges from the office an embarrassed and crest-fallen rebel, plumped squarely against democracy and the rule of the majority.

Then there is the "Traffic squad." We are crowded in our school. Time was when two converging lines of hurrying library patrons banked in mass formation before the double doors, unhappily endeavoring to push by the period-bell exodus. All that is changed. The "squad" worked out a set of rules for hall traffic. They posted directions, and they posted themselves at congested corners, "cops" even to the stars shining on their shirts. It worked.

Debaters Have "Consultation Room."

Gangs of debaters, hot on the trail of an argument, once made the library a place of roaring compared with public library calm. But a small room now adjoins our big reading hall. On its door stands a sign, "Consultation Room." It has two tables and plenty of chairs. At the main desk, outside, the captain of the debate squad signs the register as sponsor for his crowd, and the argument is trailed with what lustiness he desires. Departures into bypaths of fun are few. There is only a glass partition between the squad and authority seated at the desk in the reading hall.

And have I failed to speak of the girls? The flower committee bought a

palm last year. For months it graced the faculty reading table and appeared on the school stage at each and every occasion of note. To be sure, it died recently, frozen on one of its trips to and from. But that is not the point. While it still lived and thrust out new fronds its care was a matter of some concern. The librarian was not brought up in a greenhouse, nor had she ever lived in California, and she made anxious query. "Oh, we know how to do," comforted the committee. "We asked the greenhouse man just how to tend it, and the schedule is all worked out—a new girl each week to water and give it a bath."

And so the story runs. One day the librarian wrote "A parable of books and the good teacher." Here it is:

Heart-to-Heart Talks on Social Problems.

"There were 135 girls in the class, and the teacher called it 'Social problems.' The teacher had shining hair and a shining presence. The girls wore middy blouses and butterfly bows. They were only freshman B's. They had heart-to-heart talks in that class. Jenny asked why she had pimples on her nose and Margaret wanted to know how a fat girl could look slim. There was yearning for beauty of body and soul.

"So the teacher in that class, the teacher that glowed and had shining hair and a shining spirit, told them of Jane Addams, who loved the poor; of Alice Freeman Palmer, who showed the way to college. She spoke of silk stockings and the vanity box, of boys who were rude and girls who were thoughtless. And one period a week was not enough for all those girls who glowed to know. So the shining teacher went to the library in that school and she found many things on its shelves that girls could answer their own questions by. And the teacher and the librarian and the girls worked together and the school print shop issued a folder 'published by the Girl's League of North Central.' In it were listed the books that girls can use best—books about nerves and theater suppers, dresses and character, pictures and the house beautiful. And in one semester 135 freshman girls read 455 'solid' books, and there was no 'credit' given for the reading—only the satis-

REVIEW OF A YEAR'S WORK.

To obtain first-hand information regarding educational conditions in the States, Dr. John J. Tigert, United States Commissioner of Education, during his first 12 months in office paid official visits to the departments of public instruction in 18 States and conferred with the chief educational officers in 9 others. In the course of these visits the commissioner outlined the plans of the United States Bureau of Education. He stated repeatedly that the bureau's function was service to the States without any idea of directing or controlling their affairs, and that the bureau would not participate in educational matters within any State except upon the request of the educational authorities of the State.

During the year the commissioner actively assisted in educational campaigns in Mississippi and Kentucky. He also assisted in a rural life campaign in Colorado, in an illiteracy campaign in Arizona, and in an Americanization campaign in New Mexico. He conducted six national educational conferences and assisted in five other educational conferences. Most of the State superintendents called conferences of various educational forces, and the commissioner addressed 28 State educational associations. He also addressed 17 national associations, 31 colleges, universities, normal schools, and summer schools, besides many city and county associations, schools, business men's clubs, and other organizations interested in education, making a total of 252 addresses before audiences aggregating 120,000 persons. About 75,000 miles were covered in the course of his travels during the year.

He attended meetings of the Federal Board for Vocational Education and of the Federal Board for Maternity and Infant Hygiene, of which boards he is a member; also served as chairman of the highway and highway transport committee. He wrote and published 22 articles, and held more than 600 conferences in his office in Washington with those seeking advice and assistance in educational matters.—*Theo. Honour.*

faction of knowing many things and of growing 'in wisdom and stature and in favor with God and man.'"

There is a benediction, and the librarian pronounces it, "God bless the gang."

More than 2,000 public-school libraries have been organized in the Philippine Islands. These libraries are open to the community as well as to the pupils.

SCHOOL LIFE

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AMERICAN EDUCATION WEEK.

Two years ago Dr. P. P. Claxton, then Commissioner of Education, instituted the observance of the first week in December as "Education Week." The American Legion last year became interested in the perpetuation of such a week and took the initiative in inviting the National Education Association and other organizations to cooperate in the observance of "American Education Week." This year the United States Bureau of Education is cooperating with the American Legion and the National Education Association in arousing every American organization, club, church, school, newspaper, magazine, theater, individuals, and bodies of every description, to participate in making the week, December 3-9, a real nation-wide revival of educational enthusiasm.

The Americanism commission of the American Legion called upon the Commissioner of Education to invite President Harding to issue a proclamation for the observance of this week. The President has given assurance of his desire and willingness to do this.

The Bureau of Education has arranged with the Interdepartment advisory committee on Government radio broadcasting to use the Government's broadcasting stations twice a day throughout the week for the promulgation of educational radio material in connection with the week's campaign.

The Commissioner of Education called upon Gen. Will H. Hays, president of the Motion Picture Producers & Distributors of America, to discover to what

extent the motion-picture houses of America would cooperate. General Hays was very generous and enthusiastic and has definitely arranged for the working out of a program in which the facilities of the motion-picture houses may be used effectively during American Education Week.

All governors, mayors, and others in places of executive authority are expected and invited to issue proclamations and otherwise promote general observance of this great movement in behalf of education. The newspapers and press generally have been invited to issue special educational editions if possible, and if this is not possible to emphasize education during these days by editorials, special articles, and in such other ways as they find possible.

It seemed wise in order that the campaign might be concentrated upon phases of education which are of outstanding significance to designate certain days on which topics should be stressed. These days are as follows: Sunday, December 3, God and Country; Monday, December 4, American Citizenship; Tuesday, December 5, Patriotism; Wednesday, December 6, School and Teacher; Thursday, December 7, Illiteracy; Friday, December 8, Equality of Opportunity; and Saturday, December 9, Physical Education and Hygiene. These topics have been selected because they are considered to be matters of national importance and desirable throughout the country. It is suggested that these topics should not preclude the various States from emphasizing those features of education which need to be emphasized at this time in the respective States, nor should they prevent cities and localities from pushing their individual needs.

It hardly seems necessary to urge upon the schools and those responsible for the administration and instruction in the schools that it is expected that all will join in the general observance of promoting education during American Education Week to the utmost extent of their abilities. Programs can be effectively arranged throughout all of our schools which will materially enhance the value of this general effort.

At the time of present writing a very large number of State superintendents and State commissioners of education have responded enthusiastically in endorsing the observance of American Education Week and none have expressed opposition or indifference. The unity of effort and interest which has already been displayed is but an earnest and evidence that this bids fair to be the greatest campaign for education that has ever been made in the United States.

JNO. J. TIGERT.

A CONSISTENT SUPPORTER OF LIBRARIES.

In designating a number of *SCHOOL LIFE* for especial emphasis on libraries in relation to education, the Bureau of Education follows its traditional policy of supporting and encouraging library development by every means within its limited resources. This bureau has been actively identified with the modern library movement from its very beginning. Gen. John Eaton, then Commissioner of Education, joined in the call for the historic conference held in Philadelphia in October, 1876, which gave a distinct impetus to the development of higher standards for the library profession. The American Library Association was organized at that time. An epoch-making report on "Public Libraries in the United States; their history, condition, and management" was prepared under the direction of General Eaton and distributed at the conference as a publication of the Bureau of Education.

General Eaton was one of the original associate editors of the Library Journal, as was also Dr. W. T. Harris, then of St. Louis, who later became Commissioner of Education. As commissioner, Doctor Harris showed great appreciation of the educational value of libraries and was their constant supporter. The other former Commissioners of Education, Col. N. H. R. Dawson, Dr. E. E. Brown, and Dr. P. P. Claxton, were also patrons of the movement for library development.

The Bureau of Education cooperated in 1893 with the American Library Association in making a library exhibit at the World's Columbian Exposition at Chicago. The office has also issued many publications which either deal directly with library administration and technique or are otherwise of special interest and use to librarians. Among these latter are a large number of general and special bibliographies on educational topics.

In addition to providing its publications, the Bureau of Education has in various cases directly given encouragement, advice, and information to aid in the establishment of libraries and in the promotion of their efficiency.

The present Commissioner of Education, Dr. John J. Tigert, recognizes the importance of the correlation of school and library in the common task of training for citizenship, and declares his intention to continue the course of his predecessors in promoting the usefulness of libraries. His views on the library as an educational force are expressed in an address on "The Functions of the Public Library in a Democracy," delivered at the fiftieth anniversary celebration of the Grand Rapids (Mich.) Public Library, on January 12.

J. D. WOLCOTT.

INDIANA PLAN OF RURAL-TEACHER TRAINING.

Contemplates Three Intensive Courses of Twelve Weeks Each—Instruction Directed Wholly to Problems of Rural Schools of One to Three Teachers.

To prepare teachers for work in the rural schools of Indiana the State department of public instruction has planned short intensive courses that will give pointed and specific training in a limited time. These courses are divided into terms of 12 weeks each. A student who has completed a 12 weeks' course is entitled to a "Class A" certificate; one who remains for the second 12 weeks is entitled to a "Class B" certificate. Plans have been suggested for a third course also, according to a bulletin on rural teacher training issued by the department of public instruction. This bulletin was prepared by the department with the cooperation of several educators in Indiana colleges and normal schools.

Students who receive only this limited preparation may teach only in those rural schools which are not directly connected with a high school. The courses are intended for students preparing to teach in schools where there are one, two, or three teachers. The first 12 weeks are planned to give the beginning teacher practical preparation for work in a one-teacher school in the open country. These class A courses include rural teaching and organization, primary methods, reading, arithmetic, and some music, drawing, writing, agriculture, and physical education.

Study Needs of Community.

In the study of the organization of a rural school the rural community is studied in its relation to the school. Problems in management of a rural school, such as construction of a program, promotion and gradation of children, discipline, attendance, home conditions, and school sanitation and hygiene are taken up during the course. Illustrative drawings, plans, objects, and the materials actually used by the teacher in a rural school are used in working out these problems, and the suggestion is made that these materials be put in permanent form and kept by the student teacher for later use. The curriculum is studied in relation to the needs of the rural community and compared with different city curricula.

In the "Class B" courses, given during the second 12 weeks, the training school should give a somewhat broader study of the elementary principles of teaching and a more comprehensive view of organization and administration as applied to the one-teacher school. Considerable attention should be paid to the wider community relations of the school. Physiology and hygiene are taken up in this group of courses, and language and composition for the intermediate and advanced grades. Geography and history for these grades are given, and music, drawing, etc., are continued. For the third 12 weeks the suggested courses include rural community civics, geography for the sixth and seventh grades, history for the seventh and eighth grades, and agriculture. It is believed that in these courses, primarily for one-room schools, the basic principles of instruction and school management will become established in the minds of the teachers so that they will be able to adapt themselves to other types of schools if necessary.

PENNSYLVANIA HIGH SCHOOLS ARE IMPROVING.

More Pennsylvania high schools are giving the full four-year course, according to reports from the State department of public instruction. In the school year 1920-21, four-year courses of nine months a year were given in 444 high schools, 15 more than in the school year 1919-20. These schools are rated as first-class schools. High schools maintaining three-year courses of study for not less than eight months a year are rated as second-class, this type including 258 Pennsylvania schools. The third class consists of high schools having two-year courses of study. Two hundred ninety-three high schools are reported as belonging to the third class and 37 are unclassified. No official classification of junior high schools has yet been authorized.

Persons who wish to become proficient in business English should study Latin, according to Dr. J. Duncan Spaeth, professor of English at Princeton University, because the study of Latin gives the necessary training in the fundamental laws of syntax and grammatical structure. It also serves as an introduction to word structure and word derivation. Doctor Spaeth believes that a business man should have a knowledge of from 100 to 500 Latin words and their derivatives as a basis for good business English.

THREE TYPES OF OPEN-AIR SCHOOLS.

New York Provides for the Tuberculous, for Those Who May be So, and for the Anemic—Fresh Air Without Drafts—Extra Clothing Provided.

Children who have tuberculosis or are threatened with it are provided for in New York City public schools by three types of classes that allow the children more fresh air than they would get in the ordinary schoolroom. These three types are known as outdoor, open-air, and open-window classes. Outdoor classes are held on abandoned ferryboats, on the roofs of hospitals, and in sanitariums. These classes are organized for pupils who are registered in the clinics as cases of pulmonary tuberculosis. In these classes food, rest, and medical treatment are considered the first necessities. School work is carried on as completely as health will permit in accordance with the recommendation of the physician in charge of each child.

Open-air classes are organized for children who are exposed to tuberculosis in their homes and for children in whom the progress of the disease has been arrested. These open-air classes are held in classrooms in which the window frames have been fitted with horizontally hung, pivoted, sectional windows. By means of this arrangement, adequate fresh air can be admitted without producing drafts, and even in stormy or windy weather the windows may remain open without discomfort to the children.

Children who are anemic or badly nourished, or who are otherwise in danger of becoming tuberculous are placed in open-window classes. Rooms for these classes are cut off from the indirect ventilating system that operates through the rest of the building, so that the windows may be opened without interfering with the system. Glass window boards are placed at the bottom of open windows. The temperature in these rooms is kept at a point between 50 and 60 degrees, and teachers and children wear extra clothing when necessary for comfort.

All schools in Detroit are becoming platoon schools as rapidly as the old buildings can be changed, and all new schools are built for the newer system. The board of education adopted the platoon elementary school in September, 1919, as best suited to train Detroit children for healthy, intelligent citizenship.

TRAINING THE SCHOOL LIBRARIAN

Now Recognized That Librarians are Teachers and Must Be so Qualified—Part-Time Librarians in Small Schools—Library Training in Normal Schools.

By SABRA W. YOUGH, *Inspector of School Libraries, University of the State of New York.*

It used to be true that many young women became librarians because, having a taste for books and study, the only alternative open to them was the teaching profession. Now that the school library is recognized more and more as an important part of the school organization, and the school librarian is ranking with the heads of other departments in the school faculty, the appeal of the work is stronger to those who combine the qualifications of the teacher with those desirable in a librarian. This recognition of the librarian as a member of the school faculty and not a clerk has tended to increase the salaries of school librarians, while, on the other hand, it has awakened boards of education to the necessity of employing as librarians those who have had preliminary training equal at least to that required of other members of the teaching staff.

Interest Must Comprehend Entire School.

Experience has shown that besides the knowledge of technic essential for all who have to meet problems of library organization, the school librarian needs also an understanding of educational psychology and methods, and must have the ability to give formal instruction in the use of books and libraries. The interest in educational subjects must not be confined to the library, but must be broad enough to give a comprehensive understanding of the work of the entire school.

To meet the demand for trained school librarians several of the regular library schools are offering courses in school-library methods. These courses are given in addition to the regular technical courses which are fundamental to all library training. In general, these courses consider the special problems of the school library, such as teaching the use of the library in the grades and in the high school; book selection for grades and high school, the normal-school library, relation of public and school libraries, discipline in the school library, history of the school-library movement, legislation relating to school libraries.

However, many schools can not afford the salary of a full-time trained librarian, so there has grown up a practice of employing a person who may teach half time and have charge of the library for half time. Such a person is called a teacher-librarian. While in a certain sense all librarians are teachers, it is by no means true that all teachers are librarians. Nevertheless, many a teacher in the rural schools finds that in addition to her regular work she is given charge of the school library. To meet the demand for teacher-librarians which has developed in this way, some normal schools are offering courses in library administration which are given along with the regular normal-school courses. These courses are designed to fit the students to administer the libraries in the elementary and rural schools where they may teach.

Elective Courses for Normal Students.

Not so much has been done to train teacher-librarians for high schools. Recently, however, some library schools have been offering elective courses for students in teachers' colleges. This plan will be further developed, so that the smaller high schools may be served efficiently by part-time librarians.

Several of the summer schools are now giving full six-week courses in school-library work. In these courses the stress is laid on problems of administration, book selection, and teaching the use of the library. The instruction in technical work is very elementary, because elaborate methods are not necessary in a small library, even if the part-time librarian had time to install them and carry them on.

It is a hopeful sign that library schools, normal schools, and summer schools are offering courses in school-library methods. It indicates that there is a growing demand for at least a minimum of technical training for school librarians. It indicates that the time is rapidly passing in the school library, as it has largely passed in the public library, when just anybody can act as the librarian, whose chief duty it is to give out books.

It is desirable to avoid compulsory attendance in the library at any time, but to maintain an informal attractive atmosphere where pupils may go of their own desire. Given a bright, attractive but quiet room and a librarian with an intimate knowledge of standard children's books and a real sincere interest in children, a school will have an immeasurable influence toward character building and inspiration of ideals.—*Elizabeth C. Riddell.*

UNIVERSITIES IN COMMERCIAL CONFERENCE.

Delegates From Two-Thirds the World's Population Will Meet in Honolulu—A Million Men Taking Foreign-Trade Courses—State Department Sends Invitations.

To develop the interests common to all the peoples of lands bordering on the Pacific Ocean and to lay a firm foundation for future friendly commercial understanding in these countries delegates representing two-thirds of the world's population will meet at Honolulu from October 25 to November 8. The delegates will be chosen from the leaders in commerce and finance in their respective countries, and they will be guests of the Pan-Pacific Union during the commercial conference. Many of these delegates will be unofficial representatives of government departments in the different countries, such as the Navy Department, the Departments of the Interior, Agriculture, and Commerce, in the United States. Others will represent other organizations interested in the world's trade, such as chambers of commerce. The United States Chamber of Commerce has appointed five delegates.

Australia, New Zealand, China, and Japan are among the other countries whose trade organizations will be represented. All of the delegates will speak English. At the request of Japan, a number of universities will send to the conference the deans of their commercial colleges. It is said that a million men are taking foreign-trade courses in various lands on the shores of the Pacific, and since these men will guide the future of commerce of these countries their co-operation is desired by the commercial conference.

Communication and transportation, development and conservation of natural resources, finance and investments, and international relations in the Pan-Pacific area will be among the subjects discussed. The Pan-Pacific Union, although an unofficial body, is supported in part by appropriations from countries represented in it. The State Department has transmitted the invitation of the union to the Pacific governments to send their delegates.

In Detroit, which has a population of nearly 1,000,000, only 245 boys and girls 14 to 16 years of age were engaged last year in wage-earning pursuits.

HOW ONE GRADE-SCHOOL LIBRARY SERVES TEACHERS AND PUPILS.

Benefits Community as Well as School—Three People Involved in Every Reference Problem—Librarian Attends Teachers' Meetings—Individual Teachers and Pupils are Aided.

By ANNIE SPENCER CUTTER, *Head of School Department, Cleveland (Ohio) Public Library.*

Not long ago a history professor from an eastern college visited a school library. After talking with the librarian a few moments and looking around the room filled with boys and girls intent on books and magazines, he exclaimed, "Do you mean to tell me that pupils like to come to the library? They really look," he added incredulously, "as though they enjoyed it, and they certainly are working hard." The librarian's reply: "They are eager to come and they do work hard," was the answer for her own library, but it applies equally well to all well-organized school libraries. This man's antiquated idea of the school library as a musty storeroom for stupid books no longer exists.

The Milford School Branch of the Cleveland Public Library—to be described briefly to show how one grade-school library serves teachers and pupils—is in a neighborhood largely Bohemian, German, and Hungarian. It is primarily for the teachers and pupils of the school, but to a certain extent serves the community also. The name "School Branch" is significant. The library is in the school, not merely there for its local habitation, but in and of the school as part and parcel of its daily life. As a branch of the public library, the resources of the main library, through the triweekly delivery to the school, are made available to teachers, pupils, and the community. The parents, however, for the most part, use the library vicariously.

Teacher and Librarian Cooperate.

Successful reference work requires a definite contribution by the three people involved in every school reference problem—a clear statement on the part of the teacher of the information wanted, the proper assembling of the material by the librarian, and the intelligent use of that material by the pupil. At Milford, the teachers talk over their topics for special problems with the librarian in advance of the time when the books are

needed, and she then reserves books for short loan and gets additional material from the main library. She attends teachers' meetings and is familiar with the courses of study for all subjects taught in the school. Without the understanding of school needs thus gained, the librarian could not make her library the integral part of the school that it is.

Both teachers and librarian realize that by the intelligent use of the library children will grow in their knowledge of books outside their textbooks; in their ability to use books for research; in appreciation of books for pure enjoyment. One of the greatest aids to the right use of the library is the instruction given the children by the Milford librarian in the care and make-up of books and in the use of the dictionary, encyclopedia, other simple reference books and the library catalogue. This instruction is given to classes in the schoolroom and to small groups in the library.

Variety in Reference Work.

The reference work is varied, not only in the content of the questions asked but in method of handling. The children come to the librarian for help as individuals; as small committees under the leadership of one of their number chosen as chairman, whose duty it is to assign the topics; as a class with their teacher. Small collections of books on special subjects are sent to the teacher for use during a supervised study hour. Much individual work is done with the southern European child, who lacks the Anglo-Saxon push and initiative.

For the personal needs of the teachers magazines and recreational books are furnished by drawing upon the main library, as also for the material used by those teachers who are taking extension courses. For the children story hours are held occasionally in the schoolroom and regularly in the library. Stories are also told in the parochial schools of the neighborhood and small collections of books are loaned to the Sisters.

The younger children come regularly to the library to draw books during school hours. This decreases the afternoon rush and makes it possible to give the individual more attention.

From time to time talks are given to the older pupils on special subjects such as "The library as a vocation" and "The history of the printed book." The librarian also talks to the Mothers' Club at such times as Christmas and during Children's Book Week, with encouraging results.

Before the reference work became too heavy through the socialized recitation and project method of teaching, the librarian conducted a dramatic club which opened up a new world of thought and imagination to a group of slow-thinking and stolid little girls.

The details of the problems in another school may differ, but in all school libraries the aim of each librarian is the same, to make the school library bear a definite and practical part in the education of the individual child.

SURVEY OF NEW YORK CITY SCHOOLS.

Forty-eight experimental schools will be established as part of the general survey of the New York City school system, directed by William L. Ettinger, superintendent of schools. The experimental schools will be established by a committee on grading and course of study, which will remodel one school in each of the city districts, recasting as may be needed the class organization, the course of study, the mode of promotion, and other matters, so that by the close of the school year each district can use its own experimental school as a pattern to visit and study.

Besides the committee on grading and course of study, committees have been appointed to study high schools, junior high schools, and continuation schools, vocational and industrial work, and the workings of the compulsory education law. In the course of the survey the committees will study such problems as congestion in the schools, the effect of part-time schedules, classification of pupils, and holding power of the school organization.

Insurance and related topics will be taken up in a group of courses given by Columbia University in cooperation with representatives of large insurance companies. Fire insurance, marine insurance, life insurance, workmen's compensation insurance, and insurance will each be the subject of a series of courses.

LIBRARY SYSTEM FOR GREAT BRITAIN

(Continued from page 1.)

them, but when they tried to set up a plan by which books could be distributed to rural districts from a county center, they encountered difficulties, because at that time county authorities were not empowered by law to act as library authorities and could not use the public money to maintain a library as municipalities did. The trust could not undertake to support libraries permanently, but on account of the great need existing in the rural districts, it established libraries in certain counties and promised to maintain them for five years, with the understanding that if statutory powers should be granted the counties would accept responsibility for their future maintenance. These powers were granted in 1919. Since then the trust has been widely extending the rural distribution system, under which books are owned by a county center and sent out in boxes to the villages in the vicinity. The trustees have promised to provide the capital outlay for every county which has not yet established a library under this plan.

No New Buildings at Present.

The trust money has been largely devoted to buying books, shelves, boxes for transportation, etc., for new buildings have been almost an impossibility. Last year the urgency of the housing problem caused the Government to oppose any building of libraries, and although the ban has been partly lifted this year, the cost of building is still prohibitive. The only new building for library purposes completed during the past year was the library extension of the London School of Economics. Although the building shortage has prevented the establishment of new municipal libraries, it has had little effect upon the extension of the county plan, for a county center does not need a building of its own.

Using only a small storeroom and office, generally supplied by the county education authorities, the county librarian sends out packages of books to the villages in the vicinity. Most villages use the schoolhouse as the distributing center, and the teacher receives the books from the center, gives them out, and returns them to the county librarian when the time has expired. By this arrangement a great deal of expense is saved, for the teachers have been willing to do this work without pay, finding the use of

the books sufficient reward. The personal influence of the teacher has much to do with making the library popular the trustees have found. Sometimes school children carry the books home to their parents, and when the books have been read by everybody in the family the children return them to the school.

Some centers set up a small students' library of standard works and lend these to individual students who apply for them.

Most Economical Form of Library Work.

The plan of distributing books from a county center to various villages is considered by the Carnegie trustees to be the most economical form of library work for rural districts. Innumerable derelict village libraries all over the country testify to the fact that it is impracticable to support a library on the city plan in a small community, says the report. It would be wasteful to set up and maintain a library in every village, even on a smaller scale than a city or town would require, for the small circulation of each book would make the cost far too high in proportion to the number of readers. On the other hand, when a library book is circulated among the people of a whole county it is read often enough to make its purchase worth while and to make the cost of the library as a whole comparatively low. Thirty-nine counties have adopted the plan.

On account of the small amount of money necessary to administer the county plan, several towns have adopted it to supply outlying districts. Some of the smaller towns which were prevented by the building shortage from having libraries of their own have contented themselves with taking part in county schemes along with other communities.

To transport the books to and from the county library motor trucks are more and more used. Formerly the packages were sent by railroad, a practice which was satisfactory for rural centers near railroad lines, but it required an extra carrier for centers far removed from railroads, with increased expense. By use of a hired motor truck the collector can go to 20 schools a day, receiving the old boxes and delivering the new ones. Less wear is caused on the containers by the motor than by the railroad, and some centers hiring a truck have been able to use bags instead of boxes, thus saving expense. Where a truck is available the librarian can easily visit the schools and keep in touch with local conditions. One county has purchased its own truck, which carries 1,500 books on shelves instead of in boxes, and each village libra-

rian selects his share on the spot. Books have been sent to the island of St. Kilda by a trawler.

Source of Librarians Provided.

Capable all-around young librarians are sought by the trustees to encourage the movement for adult education now spreading. To help fill the demand for competent librarians the Carnegie Trust has founded a school of librarianship at University College, London, contributing £1,500 a year for five years. Many of the students are college graduates, and it is hoped that the school may some time become mainly a graduate school.

With the development of plans for adult education, the demand is growing for advanced books on various subjects. The cheaper textbooks are obtainable at the county libraries, but there are not yet enough borrowers of the more expensive books to make it worth while for county libraries to pay for them. To supply students throughout the country with such books the trust has established the "Central Library for Students" at London, and has granted £1,000 a year for six years to buy special and technical works, as well as £6,000 to house them. The plan grew out of the needs of the Workers' Educational Association and the University Extension Classes. Any student living in an area served by a county library may apply to his librarian for a book which is not in the regular county stock, and the librarian will borrow it from the central library. The reader may keep the book for three months, paying only the cost of sending it from London and back again. Several counties have borrowed more than 100 books in the year, which would have cost about £100. Since the transportation of all of them cost not more than £10, it is clear that the central library is a great economy to the students.

Libraries for Merchant Vessels.

An experiment in connection with the central library is the provision of ships' libraries for the crews of British merchant vessels. For administrative expenses for the first three years a grant of £1,000 was made. The books are in great demand, and the big shipping lines are making increased use of the service. Another undertaking of the central library is the establishment of a nurses' library in the headquarters of the College of Nursing, London. New library buildings for the department of household and social science, King's College for Women, have been begun after a long delay.

SUGGESTIONS FOR AN ARMISTICE DAY PROGRAM.

By JULIA WADE ABBOT.

[To be read in connection with "Celebrate Armistice Day" on page —.]

High School.

Subject: Arbitration.

"Peace hath her victories
No less renowned than war."—Milton.

Review Washington Conference on Limitation of Armaments.

A list of references on the Washington Conference may be secured from the Bibliographical Division of the Library of Congress, Washington, D. C.

The following list of articles is merely suggestive:

American Review of Reviews, New York.
New diplomacy of good-will. A. M. Low. Vol. 65. p. 155-7, February, 1922.

Current History Magazine, New York
Times, New York.

Final fruits of the Arms Conference.
Vol. 15. p. 986, 1034, March, 1922.

Harper's Monthly Magazine, New York.
Christmas and the Conference at Washington. Vol. 144. p. 125-28, December, 1921.

Independent, New York.

Conference of friends, not a mass meeting. Vol. 108. p. 302-3, March 25, 1922.

Literary Digest, New York.

America's new triumph. Vol. 72. p. 16-17, February 18, 1922.

Christmas as a day of prayer for disarmament. Vol. 71. p. 28-29, December 24, 1921.

Outlook, New York.

Conference of renunciation. E. H. Abbott. Vol. 130. p. 292-3, February 22, 1922.

Strategy of peace. E. H. Abbott. Vol. 129. p. 678-80, December 28, 1921.

What can the taxpayer hope from the conference. W. B. Swindell, jr. Vol. 129. p. 388-90, November 9, 1921.

Burke's Speech on Conciliation.

Selections from Washington, Jefferson, Lincoln, Clay, etc.

Junior High School.

Subject: Heroes of Peace.

"Train the minds and hands of children to attack the enemies of health and happiness and usefulness. Enemies such as these are not peculiar to one nation. They are the common scourges of mankind. Train the peace army. Train the children to serve people. Send them out to conquer the ill of mankind. Send them out to divine the forces of

nature and bend them to service, to the relief of suffering man. Then the divided and struggling world of men will come together, and man's adventure will become a blessed, happy thing."—Angelo Patri.

Stories of the Lives of Lazear, Father Damien, Pasteur, Thomas Edison, etc.
References:

The Roll Call of Honour. Quiller-Couch. New York, Nelson & Sons.
Heroes of Progress in America. Morris. Philadelphia, Lippincott Co.
Heroes of Today. Parkman. New York, Century Co.

Light Bringers. Wade. Boston, Badger Co.

Heroines of Service. Parkman. New York, Century Co.

Golden Rule Series. Sneath, Hodges, Stevens. New York, Macmillan Co.

Intermediate Grades.

Subject: Careers of Danger and Daring.

"Not in clanging fights and desperate marches only is heroism to be looked for, but on every railway bridge and fire-proof building that is going up to-day. On freight trains, on the decks of vessels, in cattle yards, and mines, on lumber rafts, among the firemen and the policemen, the demand for courage is incessant; and the supply never fails. There, every day in the year somewhere, is human nature in extremis for you."—William James.

References:

Everyday Heroes. From St. Nicholas. New York, Century Co.

Careers of Danger and Daring. Moffett. New York, Century Co.

Famous Frontiersmen. Johnston. Garden City, N. Y., Doubleday, Page & Co.

A Book of Discoverers. Synge. New York, Putnam Co.

Primary Grades.

Subject: The Children of Other Lands.

"You have curious things to eat,
I am fed on proper meat;
You must dwell beyond the foam,
But I am safe and live at home."
—Stevenson.

"The world is our home. It is also the home of many, many other children, some of whom live in far-away lands. They are our world brothers and sisters."—Carpenter.

Flags, songs, folk dances and costumes of the nations that participated in the Washington Conference.

References:

Around the World with the Children. Carpenter. New York, Amer. Book Co.

Seven Little Sisters. Andrews. Boston, Ginn & Co.

The French Twins. Perkins. Boston, Houghton Mifflin Co.

The Japanese Twins, etc. Perkins. Boston, Houghton Mifflin Co.

Supplementary Material.

Poems of Whittier, Lowell, Holmes, Whitman, Tennyson, Kipling, and other poets.

Selections from The Golden Key and The Golden Deed of The Golden Rule Series. Sneath, Hodges, & Stevens. New York, Macmillan Co.

Selections from Heart of America Readers. Nicholson. New York, Scribner's Sons.

ALL MEN ARE EQUAL—BEFORE THE LAW.

Many of us have suffered as individuals because of fallacies which have pervaded our public-school system. One of these is a false theory of democracy—"When God failed to make all individuals equal, let popular education endeavor to make up the deficiencies, and make them equal." False democracy has succeeded in bringing down the more able to the level of the less.

Application of exact measurements have shown differences of fifty-fold in native abilities. We have wrongly judged in terms of output and tried to make all alike. Scientific measurements show significant differences. These individual differences are especially significant for the vocational guidance movement, in which you are concerned with the adjustment of the individual to the demands of life.—Dr. Carl E. Seashore.

SYSTEMATIC INSTRUCTION IN THE USE OF BOOKS.

Each pupil in the Schenley High School, Pittsburgh, is given systematic instruction in the use of books and libraries as part of the required work in English. The program is carried out by means of lectures in the English classroom, with class discussions and practical problems which are related as far as possible to other class studies and worked out in the school library or in any of the Carnegie libraries in the home districts of the pupils. This instruction has brought about a closer relationship with the teachers and a new interest in the library among the pupils.—Clara E. Howard, Librarian.

ART STUDENTS AND THE LIBRARY

"Artistic Genius" the Result of Hard Work—Study of Books and of Prints Plays Important Part in Development of American Artists.

By JESSIE L. FERGUSON, *Assistant Librarian, Ryerson Library, Art Institute, Chicago, Ill.*

There is a general impression among people who know little or nothing of the foundational technique required in the creation of a work of art that genius is inborn, and therefore an artist has no need of teachers, schools, and libraries.

It is a well-known fact that in the annals of art there are the names of men and women of genius, who, unaided consciously by outside influence, have achieved fame. On the other hand, it is equally true that in the life stories of the greater number of the world's artists there is usually found the statement that this artist was a pupil of Leonardo, another was influenced by Velazquez, and others studied in the schools of Reynolds, or Gérôme, or Chase.

Among American artists of to-day a large number of the names of those whose works are most admired, and who receive prizes at exhibitions both in this country and in Europe, figure in the roster of the alumni of the school of the Art Institute. This school is the largest of its kind in the world. Its students come from every section of the United States and from many foreign countries. The school and the library of the Art Institute work together in closest cooperation.

Art Students Demand Illustrations.

In academic school libraries students require books on history, science, or literature chiefly for their subject matter. In an art library there is also a demand for illustrations. The student desires to study not only the technique, methods, and composition of a given artist but also illustrations of his work. By study and comparison of the works of many artists in time he learns to develop ideas of his own for expression in some art form. No illustration is thrown away unless there is another one available.

In addition to the main catalogue of the library the art magazines and some books are analyzed both for illustrations and for articles on special art subjects.

Scrapbooks are filled with illustrations on particular subjects much in demand, such as ships, trees, cats, babies, butterflies, and pirates.

Sometimes the pupils are given problems requiring details which are not to be found in the card catalogues nor scrapbooks. For example, the course in interior decoration includes the study of walls, ceilings, floors, windows, doors, furniture, tapestries, and many other items, all of which are considered from the viewpoint of their style in the different periods of design in the several countries. Instead of finding these details in the general reference books the students are required as far as possible to obtain their material from reproductions of paintings by contemporary artists, the only process which insures against anachronisms.

Contemporary Paintings Show Flemish Interiors.

One of the problems in this course was a detail of Flemish domestic interiors of the fifteenth century. Among the names of the Flemish painters of that period, as listed in a general outline of the history of painting, were found those of the Van Eycks, Memling, Rogier Van der Weyden, Bouts, and the Master of Flemalle. The works of these artists were then searched for pictures showing interiors. A few excellent examples were found. One painting showed a fine ceiling, another a tiled floor, and yet another a doorway or a window.

For Italian interiors of that same period, the paintings of Carpaccio, Ghirlandajo, Crivelli, and others were studied.

For French costume of the eighteenth century, the works of Boucher, Fragonard, and Watteau and the French color engravings of that period yielded a wealth of material.

Cruikshank's illustrations of Dickens furnished interesting examples of English costumes of the early nineteenth century.

Motifs and color combinations found in the many kinds of textiles, in jewelry, embroidery, laces, basketry, wallpaper, and the countless other modes of artistic expression practiced by the peoples of the world in the adornment of themselves and their homes—all these things are subject matter for the student of design.

Students in sculpture need examples of fountains, statues, sundials, or whatever may be their particular problem in modeling.

Architectural students make daily use of standard books on their subject and the allied subjects of landscape gardening and city planning. Indeed, an architectural school without a library can not

possibly offer that training which enables an architect to be an artist in his line.

A large number of the public who come daily to the Ryerson Library is composed of artists who, though they may be established in some line of artistic production, continually turn to the library as the fountainhead of inspiration.

The art library has a special call to the art lover, whether he be an art student, a connoisseur, or a member of the National Academy. For there may be found reproduced the masterpieces of the great artists of the brush, the chisel, and the etcher's needle, and there, too, the stories of the equally skilled though less known workmen in the so-called minor arts, among whom every artisan was an artist.

SUPPLIES PICTURE COLLECTIONS TO SCHOOLS.

Steps in the production of bread from the growing of wheat to the finished loaf are illustrated in one of the picture collections kept by the Buffalo (N. Y.) Public Library for the use of the schools. Coal mining, sheep raising, and dairy farming are among the subjects of collections borrowed for use in many classes. These sets of pictures are loaned free to any teacher in the city or its neighboring towns. They cover a large number of subjects, suitable for every grade from the kindergarten to the high school. Fairy tales and nursery rhymes illustrated by such artists as Jessie Willcox Smith are popular in the lower grade. "A Seven Little Sisters" group, showing the life of the various races of men, has been so much in demand that the library has had to get more copies of these pictures.

Clippings from the National Geographic Magazine, showing land and water forms in all parts of the globe, are used in many geography classes. History pictures are divided into periods. These pictures supplement the textbooks for classes studying such topics as the discoveries and explorations, or the American Revolution, or the World War. Foreign children, whose deficiency in English sometimes handicaps them in learning, are especially benefited by the use of these collections.

In one county in Washington there is no illiteracy at all. Examination of the county last spring showed that there were only nine persons who could not read or write, and an illiteracy committee undertook to teach these persons. By the Fourth of July they were no longer illiterate.

FREE LIBRARY SERVICE TO RURAL SCHOOLS

Remote Schools in California Mountains Have Library Service That Surpasses Many City Schools—Service Not Confined to Books.

By MRS. MAY DEXTER HENSHALL, *School Library Organizer, California State Library.*

California county free libraries were designed primarily for community service for all parts of a county not served by public libraries. They proved so workable for community purposes that those interested in better school library service saw in the county library an institution that could revolutionize the school libraries.

State Funds Provided School Libraries.

The county library tax levied by the supervisors is for community service, but this in no way hinders the plan for service to schools, as California laws provide for school library funds. In rural elementary schools the library fund ranges from \$25 to \$50 a teacher. In elementary schools located in cities the law provides a library fund not to exceed 80 cents a child on average daily attendance. High schools provide for library funds in their annual budgets, but no definite sum is required by law.

Boards of school trustees or city boards of education may contract with a county library for school library service. When a contract is signed the school superintendent transfers the library fund of the school districts that have joined the county library to the county library fund. If 60 schools join a county library and each transfers \$50 each one of the cooperating districts will have access to \$3,000 worth of new material, and in addition have access to everything in the county library community and school collections. A certificated county librarian then becomes responsible for the library needs of the schools.

County Library Doubles Service.

The service a county library can give a school the first year it begins giving school library service is at least double what the school can obtain if operating independently. As the school collection grows the service increases. Everything sent to a school remains there as long as it is needed but is returned to county library headquarters when its usefulness in that school is ended. Maps,

globes, charts, and reference books are seldom returned to the county library unless they need to be repaired.

Supplementary books for classroom and home reading for the children are provided to suit the teachers' desires and the varying tastes of the pupils. As the central school library increases in size service along other lines than books and apparatus is given. The little school paper Current Events and magazines like Popular Mechanics and National Geographic are among the subscriptions sent to each school. Stereoscopes are furnished the schools and stereographs are circulated to illustrate the lessons in history, geography, literature, and other subjects.

Many other pictures are furnished for classroom use. In some schools picture frames with detachable backs are provided by the trustees, and the county librarian circulates copies of the world's great masterpieces. The pictures are accompanied by pamphlets giving information concerning them. By this means children become familiar with the best in art and nature. One county librarian has started circulating films to schools equipped to show them, but such service is in the experimental stage.

Teach Appreciation of Music.

Many schools have music machines, and the county librarians are building up collections of educational music records to teach appreciation of music and to correlate with the subjects taught in school. One county librarian is circulating music rolls to schools and community centers having player pianos.

The schools served range in size from tiny schools far out in the mountains or on the desert to the large ones in the valleys or in the towns. Some of the remote schools can be reached only by stage or pack train yet have a library service that surpasses many city schools. Over 2,100 school districts of California have joined county libraries. In 11 counties every school has joined the county library, while in the other counties most of the schools have joined.

California's aim in county free library service to schools is to have in each of the 58 counties of the State a large central school library within the county library filling the needs of the children in school and in the home and giving them such an appreciation of the value of a library that they will realize it is an institution to be used throughout life.

Training in foreign language studies is no longer prescribed for entrance to several schools at the Pennsylvania State College.

PREPARATION FOR TEXTILE TRADES.

Vocational School of Secondary Grade Develops General Industrial Intelligence and Trains Directly for Textile Work.

To prepare boys and girls directly for the textile trade, and to give them a foundation of academic and technical work, is the aim of the New York Textile High School. This school was organized more than two years ago in response to a united demand from about a dozen textile organizations of the city. It is a vocational school of high-school grade. The course of study is divided into two parts: The first two years are considered a preparatory course, intended to develop the pupils' general and industrial intelligence, and the last two years are devoted to distinctly vocational work. The first year's work is taken in one of the general high schools of the city, and must be completed before entrance into the Textile High School.

Work Specialized to Meet Students' Needs.

To meet the needs of the various branches of the textile industry, the vocational work is divided into such courses as general textiles, marketing of textiles, textile manufacturing and engineering, textile chemistry and dyeing, costume design, and applied textile design. The general textile course is planned for pupils who desire to enter the textile field but have not yet chosen a special branch. Such pupils receive a broad general training in the theory and practice of cotton, woolen, worsted, silk yarn, and fabric manufacture. The work includes such subjects as weave formation, analysis of fabrics, knitting, warp preparation and weaving, cotton yarn manufacture, silk yarn manufacture, chemistry, dyeing, and finishing.

Students who expect to enter the purchasing and selling branches of the trade take the course in marketing of textiles, and this is the most popular of all the courses. Emphasis is placed on the finished fabric, and the students are given enough knowledge of the process of manufacture to recognize the different values of various textiles.

The course in textile manufacturing and engineering aims to give training that will prepare young men to enter either the manufacturing or the power department of a textile mill and later to take responsible positions such as overseers and superintendents.

RURAL LIBRARIES AND RURAL SCHOOLS

County Libraries With Branches Established in Many States—Other States Maintain Traveling Libraries.

By JULIA A. ROBINSON, *Executive Secretary Iowa Library Commission.*

The need and value of books and reading for the young requires no defense. It goes without saying that there should be libraries available for their use. The only question is what books shall be included in the school libraries and how shall they be procured.

The reply may be made that all classes of books for the young desirable in a community library are desirable in a school library. In making a beginning the best should be selected in each class, and no class should be eliminated. Approved lists are available for making this selection.

Problem Is Met in Settled Communities.

The library problem in our larger communities the country over has been solved by community-supported libraries free to all, supplying the schools with books to supplement their work and furnishing recreational reading for the pupils. In the larger cities branches and schoolroom collections bring the public library within the reach of schools at a distance from the central building. Many of the smaller communities have libraries, often inadequately supported to be sure, but giving access to books, nevertheless.

For the rural schools some other method of book supply must be found. The ideal might seem school libraries, but inadequate provision for their purchase and lack of appreciation on the part of school officials of their value leaves much to be desired in that direction.

Two other methods of supply seem better to fill the needs, for the present at least. One of these is the county library idea, which is developing more or less rapidly in many States. This plan contemplates a central library in each county supported by the county for the free use of the people of the entire county.

Branches Furnish Admirable Centers.

To make this possible, in addition to a central collection, branches and stations are placed at various points over the county, and schools furnish admirable centers for this purpose.

There should be a permanent collection of reference books in each branch

supplemented by traveling collections from the central library of books for school use and recreational reading, exchanged at regular intervals by a book wagon traveling over the county, or in some other way. Thus the collections in branches and stations will always be kept fresh and up to date, desired books being supplied on request.

Such county systems are now conducted in many States and their number is constantly increasing. Information concerning their development in any State may be had by writing to the proper State library commission at the capital, or to the American Library Association, 78 East Washington Street, Chicago, Ill.

Many States Maintain Traveling Libraries.

The second method now in operation in many States and of great value where the county system has not been inaugurated is the State traveling library, supported by the State for the benefit of the people of the State who are without other library facilities. Books are sent by mail, freight, or express for a generous period of time when they may be returned or exchanged for other collections. A nominal sum, usually the cost of transportation, is the only charge.

In this way books are made available to rural schools and small communities which would otherwise be bookless. Information regarding the State traveling library in any State may also be secured through the State library commission, by which it is generally operated, or from the American Library Association.

IS YOUR LIBRARY ORGANIZED FOR EDUCATION?

The American Library Association believes that every student from the elementary school through the university should learn to use and appreciate books and libraries, not only that he may study to advantage in school but also that he may continue through adult life to benefit from the resources of libraries.

To accomplish this there should be a supervisor of school libraries in every State and Province, and a school librarian or supervisor for every school system—city, county, township, or district.

We therefore recommend as a minimum standard that there be at least one full-time school librarian for an enrollment of 1,000 elementary and high-school pupils.

Whether the school library supervisor or librarian shall be employed by school or library authorities, separately or jointly, is a matter to be determined by State or local conditions.—*American Library Association, Chicago, Ill.*

TEACHING CHILDREN THE READING HABIT

To Read Books is Far More Than To Read Print—Librarian Must Know Children and the Books Children Should Read.

By ANNE T. EATON, *Librarian Lincoln School of Teachers' College, New York City.*

The teacher of the third grade whose pupil said to her, "You have taught me the most wonderful thing in the world—how to read books," had given that boy more than the ability to read print. She had started him on the right road to become a possessor of the joys of reading. It remains for his later teachers and for librarians to see that he continues to travel this road.

If reading is to mean the magic of an adventure, those of us who deal with children and books must keep ourselves extraordinarily sensitive to the appeal made by certain books to certain children. Most boys would not, like Felix Fay, in "Moon Calf," come out readers at the end of a course of the Elsie books! By knowing children's books and the adult books which children should read, as well as the children themselves, we shall not run the risk of discouraging a prospective reader by presenting and urging a wrong book at the wrong time.

Schools with school libraries have here an advantage over those which can furnish only a list of titles to be procured somewhere and read. The modern school will doubtless more and more frequently add to its equipment a library, which, under a certain degree of supervision—a supervision of friendly interest and comradeship rather than mere supervision—will take the place of "required reading lists." The school library can offer, better than the book list can, an attractive assortment for different types of children, which will keep them real users and lovers of books.

The small boy's comparison of two school libraries which he had known: "I like this one better, the other has more books in it, but this library has got more, somehow," expressed his appreciation of the attempt to provide for many different tastes.

By knowing books ourselves and by studying children's tastes at different periods; by making reading a reality in children's lives through finding books that appeal to many different types of children, we shall teach them the reading habit and help them find "the magic of the adventure of reading."

SPECIAL CARE FOR SUFFERERS FROM CARDIAC DISORDERS

Instruction is Subordinated to Medical Treatment for Children with Weak Hearts in New York City Schools—Exercise Appropriate to Condition is Encouraged—Precautions Are Taken to Prevent Overexertion.

To regard the child first as a patient and then as a pupil is the spirit of the classes conducted for children suffering from cardiac disorders in New York City schools. These children when they belong to regular classes generally lose a great deal of school time on account of frequent and long illnesses, and they find it hard to make up the work in the short periods in which they are able to attend school. Special classes give these children a relaxed curriculum, relieving them of the mental and physical strain of trying to keep up with children in normal health. In these classes the children have the advantage of longer hours of care and supervision, rest periods, physical training according to individual needs, and attention to diet, clothing, and everything that influences their physical condition.

The children arrive at the school between 8.30 and 9 o'clock and remain until 5, the time after 3 being spent in rest and recreation. Only about four hours a day are devoted to regular school work, for the authorities believe that these children should be permitted to take a longer time to complete the school course than normal children. The same work is given as in ordinary classes, but to prevent strain and overwork the course is given more slowly. Vocational courses are given to prepare the pupils for some method of earning their living suited to their handicap.

Supervise Indoor and Outdoor Play.

The practice of keeping the children under supervision for eight hours a day giving them open-air and indoor recreation tends to keep them off the streets, where they would be likely to attempt to exercise as violently as physically superior children and thus undo the benefits of many weeks of careful treatment. Parents generally have not the time to see that the child keeps within his strength, and sometimes they insist that he stay quiet all the time, thus denying him necessary recreation.

Daily medical inspection is given every child in these classes, and temperature is taken twice a day. A child with a temperature of 100 degrees or more is

not allowed to take part in any activities. If the high temperature is discovered during school hours, the pupil is permitted to rest in school for the remainder of the school day. If the increased temperature persists until dismissal time, the pupil is instructed to remain in bed at home the next day. The nurse calls at the home the next day and the child is not allowed to return to school until his temperature has been normal for 24 hours. During the time he remains away from school the special cardiac clinic arranges for proper care either at home or at a hospital. By careful watch of conditions the school keeps track of each child and can often prevent a serious attack with great loss of school time.

Plenty of Sunshine and Fresh Air.

Classrooms are generally corner rooms with plenty of sunlight and fresh air, not higher than one flight of stairs, near an exit and with easy access to the playground. Well-balanced lunches are served, and hot drinks when necessary. Warm underwear, sufficient number of hours of sleep at home, good mouth hygiene, protection against stormy weather, etc., are insisted upon. Parents are urged to cooperate in preventing children from overworking at home.

As a result of all these precautions the health of the children has improved and, as a consequence, their attendance and school progress. For example, 11 children in Public School No. 75, who had lost 265 days during the term preceding their admission to the special class, lost only 55 days in their first term after admission, a gain of 19 days for each child. Frequent reexaminations are given to determine when a pupil may be returned to the regular grades.

To care for school children who need more constant supervision than the special class can provide, "cardiac homes" have been established by such organizations as the Public Education Association with the cooperation of the board of education. The Mineola Cardiac Home accepts both boys and girls of school age. As a rule, it is required that children be free from remediable defects such as de-

cayed teeth, diseased tonsils, etc., so as to get the full benefit from the home. Most of the children were too ill to attend their regular school when admitted, but after some days of treatment many were able to take part in the school work given in the home. Pupils in the home are on the regular city school register, the group being considered an annex to Public School No. 64, Manhattan, which has several other "cardiac classes."

Each child upon admission is tested to find out just how much physical exercise he can take. As improvement develops he is permitted and encouraged to do more vigorous work. Outdoor gardening is taken up because it stimulates interest and develops perseverance and endurance by requiring sustained exercise. Croquet, handball, pushball, and baseball, as well as walking and dancing are encouraged. Such occupations as quiet games and basketry are taught that the children may have some form of entertainment which will divert them when more energetic exercise is forbidden. The idea of all the special instruction is to teach the children to do whatever is within their capacity rather than to prohibit action.

SPEND HALF TIME STUDYING ENGLISH.

Foreign-born children in public school No. 12, of Buffalo, are taught English for half of every school day, spending the other half in their regular classrooms. Many children have done the work of several grades in European schools and are proficient in most of the work, but on account of their lack of English must be assigned to a low grade with children younger than themselves. To help the foreign-born children learn enough English to allow them to take their places with children of their own ages, the school has established the special class. Promotions are made every two weeks and with this incentive the children work hard.

As their English improves they are able to take part in the regular recitations in the class to which they are assigned, and before long they can be placed in the class where they really belong. Teachers say that children who have had the special work speak better English after six weeks than some who have been in the regular grades for two years without extra help. Some children have been able to rise through four grades in eight weeks. The removal of pupils who are greatly over age from the lower grades is found to be a good thing for the younger children who belong in those grades as well as for the older foreign-born children.

THE LIBRARY'S PART IN TEACHING HISTORY

Thorough Understanding Between Teacher and Librarian is Essential—History Teacher Should Share in Selection of Library Books—Assignments Definite.

By ELLA S. MORGAN, *Librarian Lincoln High School, Los Angeles, Calif.*

"Effective history teaching is impossible without an adequate supply of collateral reading material," states a recent committee report of the Mississippi Valley Historical Association, and library and librarian are the necessary complements to text and teacher. For the successful functioning of this combination there must be understanding each of the other's work, and in addition a willing cooperation. The librarian can not cooperate fully unless she understands what the teacher is trying to impress upon her pupils. A few practical suggestions on combining the teacher's and librarian's efforts are offered.

Books Analyzed for Card Catalogue.

If the history teacher is willing to adopt a plan of short and frequent reading assignments, books may be restricted for home use to overnight, giving many more pupils a chance to use the same volume. To obtain the maximum from them, books should be analyzed and suitable readings included in the card catalogue; the librarian calls these "analytics." Much otherwise hidden material and many a choice bit from books not classed as histories will be brought to light permanently. Cooperation of the teacher with the librarian in this work is especially valuable, for the teacher's choice of analytics will fit the particular needs of her subject, expanding and stressing where desirable, and adding new viewpoints. Her personal knowledge of them enables her to recommend readings fitted to individual pupils, assuring far greater interest and enthusiasm. Incorporated in the card catalogue these history topics become a permanent contribution to the school, making available so much additional material that the number of volumes is virtually increased.

Select Library Books with Care.

The history teacher should actively share in the selection of library books. Beside the various historical and other magazines publishing reviews of new

books, the American Library Association Booklist and the Book Review Digest may very profitably be consulted for evaluations of new titles. It is most desirable that the latest and best be added to the history collection; often a personal examination seems the only safe plan. Much duplication of titles is seldom advisable, having a tendency to reduce collateral reading to a purely mechanical process and losing to the pupil those desirable by-products, a feeling for research and literature.

Through her class contact with pupils the teacher can aid in collecting other history material, no less valuable because inexpensive or free. The pupil who is taught to see a possible addition to the picture collection in an advertisement and the value of a newspaper item for the clipping file has learned a valuable lesson. His interest in the museum exhibit case is greatly increased if he has been the means of an interesting loan to it.

The librarian should simplify rules, catalogue, and classification; arranging books to meet the needs of the teacher, so far as compatible with a reasonable uniformity with the public library. It is desirable that the familiarity with the school library render easy the use of the public library. The teacher's assignments should be definite and clear, so that pupils may lose no time in getting needed material. Discouragement to the point of blunting future effort results when pupils are sent for material not in the library, and questions of obscure fact requiring much search on the part of the librarian have no value for the pupil.

VETERANS' BUREAU NEEDS RECONSTRUCTION AIDES.

Reconstruction aides and assistants in occupational therapy and physiotherapy are urgently needed at the hospitals of the Veterans' Bureau in connection with the rehabilitation of disabled soldiers, sailors, and marines. The United States Civil Service Commission will receive applications for these positions until further notice. Both men and women are admitted to examinations. Applicants are not required to report for a written examination, but are rated upon their education, training, experience, and physical ability. Full information concerning salaries and requirements, and application blanks, may be secured from the United States Civil Service Commission, Washington, D. C., or the board of civil service examiners at the post office or customhouse in any city.

A GRAMMAR SCHOOL HEALTH CITY.

Children Have Full Organization For Maintaining Health Rules—"Little Mothers' League" and "Growth Class" Aid in Arousing Interest of Pupils.

By EDNA L. HAMMER, *Public Health Nurse, Uvalde, Tex.*

One of the most interesting things accomplished is that of the "health city" in the grammar part of the high school, which consists of four grades. The children have their own mayor, judge, and sheriff, two aldermen from each ward (room), one of which is a girl and one a boy, their ward health commissioner, and as many street inspectors as there are streets. Those failing to comply with the health rules are tried; the first offense is punished by a reprimand; the second, by loss of some privilege; the third, by loss of citizenship. We have had one trial which was most interesting.

Another new feature added this month is that of the "little mothers' league." One class is now held every other Saturday and by the end of the coming month there will be two more. The children take great interest, and the minutes as written and read by the secretary are well worth hearing. A publicity chairman sees that a weekly article reaches the local paper concerning the meeting.

A third feature is that of the "growth class" for the schools as a whole, which was organized the middle of the month. The teachers read to the children "The Story How the Fairy's House Was Built," and the three lower grades are constructing the house.

There has been a large amount of sickness in the city. I have had, among others, two typhoid and three pneumonia cases. The first time I undertook to bathe one of the latter, the father of the patient became most excited and rushed to the doctor and told him, "The nurse washed his feet and they will not get warm, and he is worse." Now, the patient is bathed daily, and his parents have learned that a bath will not kill him. The typhoid patients were Mexicans, and when I told all the well ones they should take the serum, they thought I meant to be vaccinated, and for one hour I had my hands full explaining. I left them all in a fine humor and they have taken the serum. Last night the mother came and brought another Mexican to join the Red Cross, and thus we have two more members.

NEW BOOKS IN EDUCATION

BY JOHN D. WOLCOTT.

BOBBITT, FRANKLIN. Curriculum making in Los Angeles. Chicago, Ill., The University of Chicago [1922] 106 p. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 20, June, 1922.)

Describes the work now going on in Los Angeles in the reexamination of current courses of study in junior and senior high schools. The subject is presented for the purpose of arousing discussion of the method in order to improve it, and also to make a contribution to the formulation of a technique of practical curriculum reexamination and reformulation.

COLE, THOMAS R. Learning to be a schoolmaster. New York, The Macmillan company, 1922. 60 p. 12°.

In this book the author, who is superintendent of schools of Seattle, relates some of his personal experiences in the teaching profession, for the information of those just entering the service.

COUNTS, GEORGE SYLVESTER. The selective character of American secondary education. Chicago, Ill., The University of Chicago [1922] xviii, 162 p., diags., tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 19, May, 1922.)

What is the sociological and psychological character of the public high school population? This study undertakes to answer this question from data obtained by means of questionnaire cards filled in by pupils of public high schools in Seattle, Wash.; St. Louis, Mo.; Bridgeport, Conn.; and Mount Vernon, N. Y. The conclusions confirm what one might expect from superficial observation, namely, that although in theory free secondary education is provided for all it actually is enjoyed only by a highly selected group of pupils. The author also discusses the general problem of the extent to which public education of the various grades should be supplied for all in a democracy.

CUBBERLEY, ELLWOOD P. A brief history of education; a history of the practice and progress and organization of education. Boston, New York [etc.], Houghton Mifflin company [1922]. xvi, 462, vi p. illus. (incl. maps) plates, ports., diags. 8°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

In his presentation of the history of education, Prof. Cubberley introduces a record of world events and forces, which he judges have contributed materially to the shaping and directing of intellectual and educational progress. He writes a history of the practice and progress and organization of

education itself, rather than a history of educational theory. The present brief volume is for the use of those who do not care to study the history of education in the detail given in Cubberley's larger work on the subject.

GILLETTE, JOHN MORRIS. Rural sociology. New York, The Macmillan company, 1922. xii, 571 p. 8°.

A comprehensive manual of the study of social and economic life in rural communities and of rural social institutions, as the church and the school, to each of which an entire chapter of the book is devoted. The author expresses the view that "a national department of education would be the worthy agency of a great Nation to do for men's minds what the Department of Commerce does for trade and that of agriculture does for agricultural production." Some special features in rural progress, including community building, are also fully discussed in the volume.

NATIONAL EDUCATION ASSOCIATION. LIBRARY DEPARTMENT. Graded list of books for children, prepared by the Elementary school library committee of the National education association. Chicago, American library association, 1922. 235 p. 12°.

This general list of about 1,000 children's books for home reading, with annotations, is designed to meet the needs both of teachers and librarians. It is divided into the following three sections: Section A, picture books and easy reading books for grades 1, 2, and 3; Section B, for grades 4, 5, and 6; Section C, for grades 7, 8, and 9. A list of 60 reference books useful for the first nine grades is added, and the volume is equipped with full title and subject indexes.

RUSSELL, CHARLES. The improvement of the city elementary school-teacher in service. New York city, Teachers college, Columbia university, 1922. 139 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 128.)

The topics covered in this book are the rise and development of agencies for the improvement of teachers in service, the character of present-day agencies, the fundamentals of improvement, and a suggested scheme of improvement for a city. Under the second heading data are presented obtained from city school reports for 1911-1920 for cities having 20,000 or more inhabitants.

SHARP, DALLAS LORE. Education in a democracy. Boston and New York, Houghton Mifflin company, 1922. 154 p. 12°.

The public school is as national as the American flag; it is also indigenous, originated in America to meet an absolutely new

educational need. So asserts the author of this book, who champions the public school for all American children as against all kinds of private or exclusive schools. The public school educates for democracy and welds pupils of diverse origin together into a compact social body animated by the American spirit. The book restates our educational ideals—social, individual, and creative. Its style is that of the literary essay.

SMITH, WILLIAM A. The reading process. New York, The Macmillan company, 1922. xii, 267 p. illus., charts. 12°.

SNEDDEN, DAVID. Educational sociology. New York, The Century company, 1922. xii, 689 p. 8°. (The Century social science series.)

The chief function of educational sociology, according to the author, is the scientific determination of educational objectives. It also aids in adapting educational programs to various social groups which differ because of heredity, environment, and opportunities. The book aims to extend the educator's professional vision and to multiply and deepen his professional appreciations. In order to stimulate thought and inquiry, a list of "leading" questions for consideration is prefixed to each chapter. The author begins with a survey of general principles of sociology, and then proceeds to their educational application as the sociological foundations of education. Finally, the sociological foundations of the various school subjects are examined.

STRAYER, GEORGE DRAYTON, and EVENEDEN, EDWARD SAMUEL. Syllabus of a course in the principles of educational administration. New York city, Teachers college, Columbia university, 1922. 166 p. diags., tables. 8°. (Teachers college syllabi, no. 11.)

The fundamental principles of educational administration are outlined in this syllabus as given in a one-year course in Teachers' college, Columbia university, but are in a form adapted for use elsewhere also. The first semester work may be described briefly as covering the field of educational administration as determined by national, State, and county support, control, organization, and supervision. The outline for the second semester is from the standpoint of the local administrative unit. For each topic the syllabus presents an outline of the major problems, together with a selected bibliography.

WILLIAMS, JESSE FEIRING. The organization and administration of physical education. New York, The Macmillan company, 1922. xiii, 325 p. diags., tables. 8°.

The historical development and point of view of modern physical education, guiding principles in organization and administration, objects, content, and material of physical education are discussed in the opening chapters of this book. A detailed analysis follows of administrative problems, with reference to departments of physical education in schools and colleges, the teaching staff and its supervision, school and college outdoor athletics, intramural athletics, municipal recreation facilities, and physical efficiency tests.

POWER OF CREATION AND OF REDEMPTION.

(Continued from page 36.)

adorning. When creation has been required, creation has appeared.

Redemption Through Sacrifice.

Along with creation has gone redemption, always through sacrifice. The power of good ultimately to triumph over evil has never failed. When western civilization was threatened by Attila, Rome and Gaul in common cause made that heroic sacrifice which redeemed all subsequent history. When later the followers of Mahomet imperiled Christianity, it was the Frankish hosts who saved it forever at Tours. Always the story runs the same. Whether it be necessary to meet the evil intent of Stuart kings or the liberty-destroying acts of a parliament inspired by a mad monarch, or to preserve a nation and rescue it from the curse of slavery, or to overcome the great delusion of world dominion, always there have been those who have made the supreme sacrifice by which these results have been accomplished. Always the cross and always the response. There is a power which moves resistlessly that justifies our faith.

There is scarcely any reliable authority which denies the right of the people to self-government, there is scarcely any dominion which denies obligation to the law of righteousness. Institutions of learning, organized charities, all of the forces of government and of religion, are making their ceaseless contributions to the unbought salvation of the world. The redemption goes on. The moral forces of the world are supreme.

Our Duty to Serve Civilization.

This is the civilization which intelligence has created and which sacrifice has redeemed. We did not make it. It is our duty to serve it. Education ought to assess it at its true worth. It ought not to despise it, but reverence it. If there be in education a better estimation of true values, it must be on the side of a great optimism. Under its examination human relationship stands forth as justified and sanctified. There is no place for the cynic or the pessimist. Who is he that can take no part in business because he believes it is selfish? Who is he that can take no part in government because he believes it is sordid? Who is he that can take no part in religion because he believes it is imperfect? These institutions are the instruments by which an eternal purpose is working out the sal-

vation of the world. It is not for us to regard them with disdain; it is for us to work with them, to dedicate ourselves to them, to justify our faith in them. It is a high calling in which to be even a doorkeeper is better than to rule over many multitudes of critics and Philistines.

The great service which education must perform is to confirm our faith in the world, establish our settled convictions, and maintain an open mind. The heritage of all the past is neither mean nor insignificant. It is a high estate. The work of the world is neither undignified nor degrading. It lacks neither character nor nobility. It is the means and measure of all real manhood. It is truly the creation and the redemption. Those who are worthily engaged in it are ministers of a holy cause, priests of a divine imposition.

RECRUITING FOR SCHOOL LIBRARIANS.

Many of the letters coming to the Bureau of Education ask for information regarding the organization and administration of school libraries, and for lists of books to put in them. The call for librarians has become imperative, and the results are not always satisfactory. Not every first-class librarian is fitted for the work of school librarian. No superannuated teacher, broken down at his job, will answer, or is wanted. That idea has passed. What is wanted is the young, ambitious, scholarly type, either sex, not afraid of work, abounding in vitality, and full of "pedagogical pep." Bookworms? No! Save them for another kind of library altogether, the subscription kind, or the museums, but give the younger members of the clan to the school libraries. There should be a strong appeal in this particular branch of library work.

There are many seniors in high school, and many in college, as well, who are not interested in teaching, doctoring, nursing, and the like. Recruiting for school librarians might begin with them. Here are a few facts to consider: First, the field is open, with a constant need for first-class, college-trained, library-schooled recruits. Second, the conditions are not hard to fill as to hours of labor, age requirement, personal and educational qualifications. Third, competition is not as keen as in some other lines of library work. Fourth, salaries are fair, and are improving. The same battle that is waging for teachers' salaries is being fought in the library profession, and the outlook seems brighter. And lastly, the clientele is most interesting.

With this increased activity in installing libraries in the schools, high, elementary, rural, and normal, and in placing in charge of them trained librarians, there is still another need—the need of supervision. In some instances the State department of education employs trained librarians to supervise all school libraries in the State. In other States the high-school inspector does the work of inspection and supervision, and in still other States the State department of education and the State library commission cooperate in carrying on the work. The school libraries are standardized under this supervision, and the librarians employed are of a higher grade and more uniformly efficient.

There are good library schools in every section of the country, New York City Public Library School; New York State Library School, Albany; Pratt Institute Library School, Brooklyn; Simmons College School of Library Science, Boston; Drexel Library School, Philadelphia; University of Illinois Library School, Urbana; Wisconsin University Library School, Madison; Library School of the Carnegie Library, Atlanta, Ga.; University of Texas School of Library Science, Austin, and a number of other very good training schools, bringing splendid opportunity for training within the reach of almost every community. In the training schools, vocations within the vocation are tried out with the students, and the special type of library work they are most interested in or best fitted for is given them; in this way there should be no misfits.—M. R. McCabe, Assistant, Bureau of Education Library.

CANADIANS MUST STUDY PROVINCIAL HISTORY.

Canadian history should be studied by Canadian boys and girls throughout their school course, according to local school authorities in the Province of Ontario. Although the minister of education of the Province has ordained that the subject is no longer necessary for university entrance, and is therefore not compulsory above the first two years of the high school, many of the schools will continue to make the subject compulsory in all courses except those for university entrance. One school which is removing the study from the fourth year of the high-school course will establish a review course in history to strengthen the impression made by the work of the first three years.

Better teaching of English in French-Canadian schools is urged by the French press of Quebec.

THE SERVICE OF A PUBLIC LIBRARY TO TEACHERS.

Pedagogical Library of 5,000 Volumes Arranged to Be Immediately Available—Special Interests of Individuals Are Remembered—Teachers of City Are Encouraged to Read and Do Read.

By FAITH E. SMITH, *Principal, School and Teachers' Department, Los Angeles (Calif.) Public Library.*

Suggestions to teachers who are preparing for a city examination; bibliographies on school finance, surveys, junior high schools, Americanization, for superintendents and supervisors; advice to teachers who are buying children's books; assistance in forming the courses of study; supplying aids to teachers who have changed from the third grade to the first grade, or from Latin to mathematics, and to young college students who are assigned to rural schools for their first experience in teaching, lending books to principals which will give to their teachers new visions and new ideals of education—these are a few of the ways in which the school and teachers' department of the Los Angeles public library attempts to give to the children of the schools the best results of educational experiments throughout the country.

Comprehensive Pedagogical Library.

The Los Angeles public library provides a professional library of 5,000 books and as many pamphlets of strictly educational literature for the teachers and university students of the city. There are also magazines, clippings, and other printed and typewritten matter on educational methods, courses of study, project curriculum, mental tests, vocational education, religious and moral education, school and college catalogues, publications of the United States Bureau of Education, and of State and city boards of education. These are so arranged by class number on the shelves, in boxes, and by subject in a vertical file that they are immediately available when called for.

A card index of articles in current magazines makes it possible to give to teachers the most recent experiments in such subjects as silent reading, health programs, teachers' councils, or information on the Sterling-Towner bill.

The special interests of supervisors, principals, and teachers are remembered, so that when a new pamphlet on all-year schools is received, or a book on student self-government, letters are written to those who wish to know about them. When the supervisor of cardboard con-

struction drops in she is quickly shown an article on correlation of geography and handwork, so that she will find it worth while to come again.

A principal asks for the latest books on education, and when she returns Bailey's *Happiness in the School*, or Snedden's *Sociological Determination of Objectives in Education*, or Floyd Dell's "Were you ever a child?" she says, "The circulation of those books should be multiplied by 10 because 10 of my teachers have read them."

Guidance for Part-Time Teachers.

The part-time teachers, who have no precedent for their methods of teaching and must adapt themselves from day to day to the things the employed boys and girls need, daily use the department as a study room in preparing lessons on civics, vocational guidance, department-store English, personal budgets, and many other subjects which necessitate the use of the various departments of the library. A shelf is kept with a large label, "Part-time teachers," where may be found new books, pamphlets, poems, and quotations which will be useful in class work. These teachers bring their classes to the library, where they are assigned topics for study and told how to find them in the various departments.

In order that the teachers might know about the opening of the room and its resources, groups were invited to teas, and exhibits of special interest to each group were displayed. Very soon we learned that supervisors and principals were requiring their teachers to visit the department, so that it was no longer necessary to use this means of publicity.

To keep the teachers informed about new accessions, annotated lists of books and pamphlets are included in the monthly and weekly publications of the city teachers' associations.

Visits are made to the schools where deposits of children's books are circulated. Talks are given about a few of the books on deposit, and these immediately become popular. Circular letters are sent to the teachers every few months, mentioning new books for the children, suggesting those to be read

aloud, and giving other information regarding their collection. A circular letter called "The white rabbit" has been prepared for the teachers to read to the children. In a clever way this has given a chat about books which could not fail to give children a desire to read.

The teachers of Los Angeles are encouraged by their superintendents and their supervisors to read, and they do read. And the effect of their reading is felt in their enthusiasm for their work, their advanced methods of teaching, and their appreciation of the true objectives of education.

NEW OPPORTUNITY FOR VISUAL EDUCATION.

(Continued from page 31.)

ignoble failure by the crowd, as some have contended. What would it be worth if we had an actual picture filmed on the occasion and, synchronizing with the immortal gestures and motions of the man, the exact intonations and inflections of his voice imprisoned forever by another invention of Edison's in a cell of wax. The real Abraham Lincoln is lost eternally to the eye and ear of an admiring but still inquiring posterity.

Contrast with this situation that, for example, which existed when President Harding delivered his oration the other day at the dedication of the Lincoln Memorial. Every movement of the hand or body, every variety of expression, every change of attitude was being eagerly watched and caught for posterity by the ever-active camera men. Whether any phonographic record of the voice was made I do not know.

But just as if President Harding had spoken in the time of Lincoln he could have been heard only by a few hundred gathered in the temple and its immediate front, but speaking in the twentieth century his tones were carried as on the wings of the morning, full and strong, to distant cities; so likewise we must satisfy ourselves with an imaginary impersonation of Lincoln at Gettysburg, but the figure of his successor, Warren G. Harding, will go down to future ages a real, living, moving, historical being. Does anyone believe that this privilege can be denied posterity? Some have objected that this will destroy the imagination of the children in school. Well, I think we have had too much imagination in history already. Certainly we can find other fields in which to permit the play of imagination and every thinking person will welcome the presentation of accurate knowledge in history through motion pictures and the substitution of reality for mere guesswork.

FOR EFFICIENCY IN SMALL HIGH SCHOOLS.

Dr. Alexander Inglis Presents Plan For Reorganization of Three-Teacher High Schools of Indiana—Standard Four-Year Curriculum.

As the first step toward solving the problem of Indiana's small high schools, in which the per capita cost is high and the efficiency relatively low, the State department of public instruction has published the report made by Dr. Alexander Inglis, of the graduate school of Harvard University, who has been assisting in the General Education Board's survey of the schools of Indiana. This report describes a standard four-year curriculum for high schools of 75 or fewer pupils.

Nearly three-fourths of all the four-year high schools in Indiana enroll not more than 100 pupils, and nearly three-fifths enroll not more than 75. Therefore, the important problem of secondary education in the State is that of these small schools. Almost universally, says the report, such small high schools have one or more of the following defects: Curricula unjustifiably limited, excessive teacher loads, unnecessarily expensive programs, a faulty distribution of teacher assignments, poorly arranged and ill-balanced curricula, unnecessary and undesirable subject requirements.

Some of these schools provide an adequate curriculum, but when they do they have an excessive number of teachers at unnecessary expense, the report states. The schools in which the quota of teachers is suitable to the number of students are able to give only a limited curriculum. Few small high schools escape both evils.

Subjects Offered in Alternate Years.

The recommendations point out how these conditions can be remedied by changes in organization. Under the suggested plan certain subjects will be offered every other year instead of every year. This will save the waste incident to teaching these subjects to very small classes and will leave more teaching periods free for other subjects. For example, first-year French will be taught one year and second-year French the next, but both courses will not be given during the same school year. The teacher of French will give only one course in that subject and can devote the rest of the school day to other fields. Algebra and geometry may be given in

alternate years; also biology and physics, third and fourth-year English, and other subjects. Some courses, like general history, general science, general mathematics, civics, and first and second year English may be given every year.

By this plan three teachers can present a curriculum broad enough to provide for students who will leave school after graduation from the high school as well as for those who are preparing for college. The curriculum recommended in the report suggests 24 full units of instruction, the smallest number that will provide adequately for both groups of students. This will give an opportunity for students not preparing for college to attain the 16 units required for graduation, substituting practical arts courses for the algebra, geometry, and foreign language that are now required of all.

Training in Citizenship Has Been Neglected.

Such social sciences as economics and government are a necessity for the pupils' training for citizenship, says the report, and these have been neglected in the high schools. Courses in home economics and agriculture are proposed to take the place of college preparatory subjects for some students; other practical arts may be substituted for these courses. No more than two units of a foreign language are provided for, and not more than two units of college preparatory mathematics. More work in these lines can not be offered profitably in a three-teacher school, according to the report.

Teachers' assignments will be limited as much as possible instead of being widely scattered, as they are now in many schools. For example, one teacher will have charge of two general fields, agriculture and science; another of home economics and English; and the third of foreign language, mathematics, and the social studies. To meet the standard requirements for "teaching load," no teacher will have classes for more than 30 periods a week.

LITTLE PATIENTS RECEIVE HEALTH LESSONS.

Marionettes amuse the little patients at the children's clinic of the University of California medical college while they are waiting their turn for treatment. Health lessons are taught at the performances, such characters as the Fresh Air Fairy and the Dragon of Late Hours appearing in the plays. The miniature theater has been provided by the woman's auxiliary to the children's clinic. This organization has also arranged cheerful waiting rooms, with wicker furniture, flowers, and bright-colored draperies.

UNIVERSITY'S INFLUENCE COVERS ENTIRE STATE

Books, Information, Instruction, and Entertainment Supplied to Any Part of Wisconsin by Extension Division of University.

Service to communities and individuals all over the State is the aim of the University of Wisconsin extension division. It sends out correspondence courses, package libraries, and programs of educational lectures and music. It gives motion-picture and lantern-slide service. It provides postgraduate instruction for physicians. By these and other activities, the university has established co-operation with the people in cities, towns, and rural communities. Its influence extends to the farthest boundary of the State.

The package library system supplies literature to communities that have no public libraries. Each package contains material on a particular topic of public discussion. These topics may be such as Americanization, Closed Versus Open Shop, Government of Railroads, Food Values, Thrift, etc. About 40 articles selected from many sources by experts in various fields comprise a package. To prevent duplication and unnecessary expense the university cooperates with the public libraries. In the past two years about 95 per cent of the public libraries of the State called on the division of university extension for aid. Requests for material came from 631 towns with no public libraries. These requests were from all types of persons, including business men, teachers, pupils, and mothers. More than 300,000 carefully chosen articles were sent out during the two years. These supplied the calls for information on more than 3,000 subjects.

The people of Wisconsin are constantly demanding more assistance in the development of their communities. For this purpose the department of group and community service is establishing co-operation between the university and the people. The bureau of municipal information sends out reports on subjects which are important to those responsible for city and village government. Tax statistics, electricity, and water rates, and salaries of city officials are among the subjects studied and reported on by this bureau. Applications for information were received from 166 cities and villages representing every county in the State, and from 124 municipalities outside the State.